

ADOLESCENT GIRLS TOOLKIT

IRAQ

DEVELOPED FOR UNFPA AND UNICEF

Contents:

Introduction	3				
The Basics	4				
Why Girls	5				
How to Navigate this Toolkit	6				
Adolescent Girl Tools	7				
Setting up an Adolescent Girls Programme	8	Adolescent Girls Curriculum	39	Community Participation	198
Girl Friendly Space	8	Trust Building:	44	Identify Decision Makers	199
Which Girls?	9	Our Girl Group Part 1	45	Build Trust	202
Where are the Girls?	11	Our Girl Group Part 2	47	Explore Views	203
Outreach-Gathering Girls	12	I Am, I Have, I Can	49	Community Involvement	205
Mobile Activities	13	Speaking Without Words	51	Community Action	206
Explaining your Services	14	Making and Keeping friends	53		
Understanding Girls' Needs and Risks	18	Discovering Ourselves	57		
Facilitation Techniques	23	Life Skills	60		
Topic Selection from the Adolescent Girls' Curriculum	30	Peer pressure	61		
Involving Girls in Feedback	35	Problem Solving	62		
End of Project Cycle	38	Relationships with Parents	71		
		The Choices that we Make	75		
		Communicating in Difficult Situations	78		
		Understanding our Feelings	81		
		What We Can Do When We Feel Sad	84		
		Positive Things Around Me	87		
		Self Confidence	89		
		Online Safety	92		
		What it Means to be a Girl	94		
		Reproductive Health	97		
		Our Rights	98		
		Our Bodies: Younger Adolescents	101		
		Our Bodies: Older Adolescents	103		
		Reproductive Organs: Older Adolescents	106		
		Our Monthly Cycle: Younger Adolescents	114		
		Sexually Transmitted Infections: Older Adolescents	123		
		Family Planning: Older Adolescents	129		

		<p>Safety 131</p> <p>Healthy Relationships: Older Adolescents 132</p> <p>Good Touch Bad Touch: Younger Adolescents 134</p> <p>Understanding Different Types of Violence: Younger Adolescents 137</p> <p>Understanding Different Types of Violence: Older Adolescents 141</p> <p>What Can Girls do if They Experience Violence? 145</p> <p>Female Genital Cutting 147</p> <p>Child Marriage 149</p> <p>Our Challenges Our Solutions 152</p> <p>People I Trust (My Safety Network) 155</p> <p>Leadership 157</p> <p>Why save 158</p> <p>Choosing our Savings Goal 162</p> <p>Making a Savings Plan 164</p> <p>Risky Income: Older Adolescents 166</p> <p>I Want I Need 168</p> <p>Making Spending Decisions 171</p> <p>Thinking About the Future 174</p> <p>Save Regularly 176</p> <p>Female Role Models 179</p> <p>Girls in Focus 181</p> <p>Each One Reach One 182</p> <p>Each One Reach One Part 2 184</p> <p>Our Group Project Meetings 186</p> <p>Icebreakers and Games 187</p>		
Pilot Tools	207			
Resource Page	215			

Introduction:

The Adolescent Girls Toolkit for Iraq is a collection of learning sessions and tools designed to empower adolescent girls from IDP, Refugee and Host communities in Iraq to address key issues on life skills, Reproductive Health, Gender Based Violence (GBV) and Financial Education.

The curriculum has been designed to be implemented in a specific sequence to give girls the opportunity to develop complete knowledge and skills on a number of important topics. However, due to the context in Iraq, the sessions have also been designed as such, so they can be used for acute and specific interventions, which is explained in more detail later.

The Toolkit will support implementing partners to set up girl friendly spaces, carry out girl focused needs assessments and plan an intervention accordingly. Each section (you will find the checklist box on the right of each section) works on a specific component of girl programming, so depending on the implementing partner capacity, you may start at the beginning of the toolkit, or further in, if you are already advanced in girl programming.

Even if you aren't able to complete all of the steps in the girl programming toolkit, simply achieving the first step (girl friendly spaces) is a good starting point from which you can build upon.

The Basics

Age of Adolescence

Adolescence is the period between the ages of 10-19 for males and females¹. It is the phase in which one moves from childhood into adulthood. During adolescence, there are a number of physical and psychological changes that take place. This can be very challenging for many adolescents, but it can also be a time of discovery and happiness where adolescents learn about their potential.

Adolescence 10 – 19²	
Early Adolescence 10-14	Late Adolescence 15-19

The Emergency Context

In conflict situations, young people must somehow ‘cross over’ from childhood to adulthood while confronting the brutality of war. Stripped of safety and security, where caregivers do not feel capable to protect and provide for their families, young people need support and guidance, especially during this critical time in their development. They need to know whom to trust and how they can contribute in positive ways to their family, school and community life. Too often there is nowhere to turn. In the midst of conflict, humanitarian assistance has typically focused on meeting the survival needs of young children, while adolescents are overlooked³.

Adolescent Girls in Emergencies⁴

- Adolescent girls account for an increasing proportion of displaced persons
- Adolescence is a critical time—compared to their male peers and to adults, adolescent girls are less likely to have live-saving information, skills and capacities to navigate the upheaval that follows displacement.
- Adolescent girls face a unique set of violence related risks, including sexual violence, harmful practices and human trafficking.
- Adolescent girls are forced to assume roles and responsibilities that restrict their mobility and visibility, increasing their isolation and breaking bonds with their peers and with other social networks.

1 http://www.who.int/maternal_child_adolescent/topics/adolescence/dev/en/

2 http://www.unicef.org/adolescence/files/SOWC_2011_Main_Report_EN_02092011.pdf

3 http://www.unicef.org/adolescence/files/adolescent_conflict.pdf

4 I'm Here: Adolescent Girls in Emergencies. Women's Refugee Commission

WHY GIRLS?

Adolescent Girls in Iraq:

The Adolescent Girls Taskforce in Iraq identified multiple challenges and gaps related to adolescent girls, including growing levels of sexual violence, abductions, sexual harassment, child marriage, exploitation and abuse⁵.

During an assessment with adolescent girls and their mothers by UNFPA and UNICEF in April 2016, the following issues were identified in both refugee and IDP contexts:

- A number of girls were not able to access existing services due to Child Friendly Spaces (CFS) and Youth Friendly Spaces (YFS) being mixed with boys.
- Those who were able to access, still wanted a space to have girl only activities where they would feel more comfortable to discuss issues related to them.
- Girls between 10-14 felt too old for the CFSs, many were not able to access the YFSs (due to their age and it being mixed with boys) and they were too young for the Women's Community Centres.

Too old for the child friendly space, too young for a youth friendly space, girls between 10-14 are being lost in the response.

No access to school or other services and no targeted outreach for these girls at a higher risk of child marriage, means the girls most in need of services are going unnoticed.

- The needs of girls between 10 -14 in particular, were not comprehensively addressed in the humanitarian response.
- Information on available services was not explained or disseminated in a way that was accessible to vulnerable girls. Outreach was heavily focused in schools and through word of mouth to those that were already accessing public spaces.
- The most vulnerable girls, in need of services and support were isolated, invisible and hard to reach. These girls are at the highest risk of child marriage.

⁵ Adolescent Girls in Iraq Presentation Adolescent Girls Taskforce

How to Navigate this Toolkit:

The Toolkit is made up of three components:

- Setting up an Adolescent Girls Programme
- Adolescent Girls Curriculum
- Community Participation

Depending on which stage you are at in your programme on adolescent girls, you can decide where your starting point will be.

Adolescent Girls Programme Checklist:

Adolescent Girls Programme Phase	Yes/No	If no, go to Page #:
Do you have a girl friendly space?		8
Do you understand who you need to reach?		9
Do you know how to reach them?		11
Do you know how to gather girls?		12
Do you know how to explain your services in an adolescent friendly way?		14
Do you know what the needs and risks are of the girls you want to reach with your intervention?		18
Are you aware of the facilitation techniques needed to work with girls?		23
Do you know which topics you need to cover with the girls?		30
Do you know how to engage girls in feedback of programme design and implementation?		35
Do you know how to close a programme/project/ activity cycle with girls?		38

Adolescent Girl Tools:

You may also want to use this toolkit to use this toolkit to carry out a specific exercise with adolescent girls. Aside from the topics included in the curriculum, you may want to access the following tools that are included in the toolkit:

Adolescent Girls Tool:	Purpose:	Page Number
Tool A: Coverage Exercise	This tool will assist you in understanding the girls you are currently reaching and determine whether these are the girls you are aiming to reach.	10
Tool B: Explaining Services to Girls (group)	This tool will provide you with tips and techniques on how to explain your services/activities to girls in group settings.	15
Tool C: Explaining Services to Girls (individual)	This tool will provide you with tips and techniques on how to explain your services/activities to girls on an individual level.	17
Tool D1: Community Mapping	This tool can provide ideas on how to conduct an assessment in a community on safety issues.	19
Tool D2: Safety Planning	This tool can help you find ways of carrying out safety planning for girls as part of a safety assessment.	21
Tool E: Assessing Curriculum Sessions	This tool will help you choose the topics you need to facilitate with girls as part of a targeted response.	29
Tool F: Follow up Session	Closing session for girls who are involved in a targeted response, includes establishing referral pathways relevant to girls.	32
Tool G: Facilitator Appreciation Tool	Capacity building tool for those facilitating activities with girls.	33
Tool H: Feedback and Evaluation Tool and Guidance Notes	Feedback and evaluation tool that can be used to assess girls' opinions on an activity, programme or individual sessions.	36
Tool I: Identifying Influential Community Leaders	Tool to help you understand who the influential people are within a community that you need to target to help address barriers to reaching girls.	201
Tool J: Planning Community Conversations	Checklist on how to carry out community conversations.	204
Tool L: Change Tool and Guidance Notes	Assessment tool for girls which can be used before, during and after a specific intervention to measure change.	209
Tool M: Session Feedback Tool	Tool to assess activities implanted with girls, to help identify what is working and where changes are needed.	211
Tool N: Suggested Attendance Sheet	To track attendance of adolescent girls	212
Tool O: Community Tool	To assess progress in community participation	214

Girl Friendly Spaces:

Creating a girls only space, where it is girls only all the time or in certain elements of your programme is a critical first step in creating a safe space for girls.

A girl friendly safe space helps to:

- Reduce risks and prevent further harm during acute emergency responses.
- Provide girls with a safe entry point for services and a place to access information.
- Offer them an opportunity to engage with each other and rebuild support.

We need to consider the following:

Physical Environment:

- Have you asked girls whether there are any safety issues on the way to or from the Child, Youth Friendly Space or Women's Centre?
- Is the space located somewhere where it is easy for girls to gain access?
- Is the space set up in a way that makes girls feel protected once inside (where girls feel comfortable participating in activities without fear of being seen by the wider community)?

Child and Youth Friendly Spaces:

- Do you offer some activities that are just for girls, that provide girls with the opportunity to discuss certain issues (e.g. safety, puberty, friendship)?
- Do you have enough female staff to facilitate these sessions? They should solely be led by female staff and volunteers.
- Do you have representation of female staff from a wide age range (including those who are between 18-35 years old)?
- Are the sessions split by age groups that the girls feel comfortable in (usually 10-14 and 15-19)?
- Are you able to offer one day or half a day a week that is only dedicated to girls between the ages of 10-19 (so that parents feel comfortable knowing that girls and boys are not mixed)? And is an 'all female' team available to support this process?

Women's Centres:

- Are you able to separate women and girls during activities?
- If you lack space and staff capacity, can you allocate specific days or hours to girls, depending on their availability?
- Are staff trained on adolescent/child friendly facilitation and counselling techniques so that girls feel comfortable with them?
- Is there an opportunity for girls to attend, even when they are not registered for courses (i.e. open sessions or drop-in centre)?

- ✓ Establish a girl friendly space
- ✓ Understand who you want to reach

Which Girls?

When setting up activities or deciding to implement the adolescent girls' curriculum, it's important to understand which girls you want to participate.

Who are you currently reaching?

- Are most of the girls you access in school and/or unmarried?
- Are these the girls who are most in need of support?
- Are most of the females you reach, below 10 years old or above 14 years old?

As outlined in the Child Marriage Guidance Note for Iraq⁷, girls who are more exposed to the risk of child marriage are:

Priority Groups	
Girls who live in economically vulnerable families	Girls who are out of school or those who have never attended school
Girls living in Female Headed Households	Girls living with elderly caregivers
Girls living in large families	IDP and refugee girls are at higher risk

Furthermore, **married adolescent girls and adolescent mothers** are also particularly vulnerable and should also be considered priority groups that need particular attention and focus.

Who do you want to reach?

- Are the groups mentioned above (priority groups), significantly represented in your activities and services?
- Do you know where the girls from the priority groups are? Do you know how to find them?

Tip:

To understand the girls that you are currently reaching, you can carry out a Coverage Exercise – a tool developed by Population Council⁸. This will help you understand whether you are reaching the girls that are considered to be in the priority groups.

⁷ Prevention of and Response to Child Marriage Kurdistan Region of Iraq (KRI) October 2015

⁸ Girl Centred Programme Design: A toolkit to strengthen & Expand Adolescent Girls Programs. Population Council

Tool A- Coverage Exercise:

Purpose:									
<ul style="list-style-type: none"> Use this tool to understand who you are currently reaching through your programme. You can use this tool to do a quick scan of your current participants or a new group of participants that have just joined. 									
Centre/Space Type (CFS, YFS, Women's Centre etc.)									
Location									
Camp or Non-Camp									
Target Group (Age/Sex)									
Target Coverage Area									
	Age	School	Community	Marital Status	Children/Pregnant?	Access to financial resources?	Live with one or both parents, FHH, husband?	How many people living in household	How many people working in household?
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									

Where are the Girls?

So, you have identified a space that is safe for girls and you know which girls you want to reach, now you have to find them.

If you are trying to reach the most vulnerable groups of girls, as mentioned in 'Which Girls', it's important to think carefully about how to reach them.

- ✓ Establish a girl friendly space
- ✓ Understand who you want to reach
- ✓ Know how to reach them

INVEST IN TRUST BUILDING

Building trust with the community is crucial if you want to reach adolescent girls. It is important to invest time in building trust with the community if you want to reach the most vulnerable girls.

Things to consider:

- Staff (particularly community mobilisers, community focal points or outreach volunteers) should be briefed on the priority groups that you are trying to access.
- Ask girls who are already accessing services if they know other girls who aren't coming.
- Ask girls who are in school if they have friends who are not attending school or recently dropped out.
- Ask parent/teacher committees if they know of girls who are not attending school or recently dropped out.
- Ask women in the Women's Centres if they know girls who do not attend activities at one of the safe spaces.
- Ask boys at the CFS and YFS if they have sisters who do not attend activities.

Outreach- Gathering Girls:

So now you have found the girls you want to work with, it's important to think about how to gather them to talk about the services.

First Step:

- Before conducting any outreach activities, especially in non-camp settings, it's important to make sure you have permission from the relevant authorities to conduct activities.
- This includes making sure you are registered with the authorities and are in possession of a formal letter stating you have permission to work.
- Within the camps, it's important to follow the same steps but also to gain permission from the Camp Manager.

- ✓ Establish a girl friendly space
- ✓ Understand who you want to reach
- ✓ Know how to reach them
- ✓ Gathering girls

Things to consider:

Speak to the parents

- Hold open days at the centre so parents can meet the staff and get a better understanding of the activities held at the safe space.
- Organise non-formal gatherings with mothers and fathers in the community (e.g. tea and coffee sessions) to build trust.
- Gain parent's permission to explain services to girls
- Ask parents about the availability of girls and secure a time to talk to girls and preferred location.
- Explain that as you are offering a girl friendly space, the session will involve girls only i.e. no parents.

Speak to the girls

- Talk to them in the places where they are -do not try to organise a Focus Group Discussion (FGD) at your centre at this point, the barriers of access still exist.
- Organise separate outreach sessions for girls (i.e. not mixed with women, boys etc.).
- Go door to door, to explain your services to girls who cannot leave the house and ask them what activities they are interested in.
- Organise a session in their community at a place that they are able to access (house of a community focal point/outreach worker or trusted community member).

Speak to other influential people in the community

- Hold meetings with community leaders to explain activities and services
- Involve them in identifying a suitable place to meet with girls who are not able to attend the centre, such as community hall etc.
- Involve them in communicating this message to the community.

Mobile Activities⁹:

With all of your efforts in reaching girls, it may still not be possible to gather girls at the places where you conduct activities. In this case, you need to consider if you have the capacity to offer mobile activities.

These activities give girls the opportunity to be involved in age appropriate psychosocial activities in group settings (unlike home visits), which helps girls to build on their social support networks. Girls who are isolated and have restrictions on their movement will benefit from such activities.

Things to consider:

- Activities are adapted for mobile settings (considering space and privacy).
- Community Focal Points are identified among women and girls to provide support in engaging community members and consulting women and girls.
- Location is identified by women and girls as a place that feels confidential and safe and where activities can be conducted comfortably.
- Location is identified as somewhere they can access safely.
- Locations are easily accessible for women and girls and no more than a 10 walk along a safe route.
- If possible, establish mobile safe spaces in public or common spaces, such as a municipal building or public school
- If a public space is not available, think about privately owned buildings, i.e. halls, extra rooms in a house, in centres managed by local organisations, in tents, if refugees/IDPs reside in informal tented settlements, and these are the only options.

MINIMUM STANDARDS FOR A MOBILE SAFE SPACE

1-2 rooms for activities and 1 room for case management and focused PSS activities; ideally separated for women and girls

The case management room is co-located to the activity rooms so that it can be accessed without notice

Separate entrance that is securable with a lock

Simple furniture available (e.g. tables, chairs, etc.)

Accessible bathroom

Private (e.g. no one can overhear discussions from outside the room or can view what is happening)

In the case of usage of tents or other community-based solutions, the room is not used by males (to live or for other activities); or that male do not access during the day and women and girls feel comfortable in the space.

⁹ Adapted from IRC: Increasing Access, Increasing Healing: Mobile Approach to GBV Service Provision and Community Mobilisation in Lebanon- Learning Document

Explaining your Services

Now you have found the girls you want to reach and have managed to gather them. Next you need to think about what you want to tell them about your services and activities. You also need to think about how to explain this to parents and other members of the community.

Parents:

- Outreach can be done together or separated by male/female
- Explain services offered to girls and especially focus on activities being provided in a girl friendly space.
- Explain that sessions will be facilitated by female staff.
- Explain the importance of the activities you will be doing with girls and how it can benefit them at the household level (e.g. girls participating in the curriculum will learn how to make smart choices, how to protect themselves etc.).
- Focus on activities where girls gain knowledge and skills, as these are considered to be more valuable than simply doing recreational activities.
- Explain, timing and location of services and if there is any transportation available.
- Go prepared with detailed information on other services available and phone numbers, for issues your organisation doesn't handle. You should expect that issues will arise not related to girls or to your work that will need to be followed up.

Community leaders

- Explain the purpose of the activities you want to implement and how this can benefit the girls you want to reach, and their families.
- Request for the community leaders to speak to parents of girls who are in the priority groups to explain the importance of attending such activities.
- If applicable and relevant, ask community leaders to also speak to girls about the services.
- Ask community leaders to spread messages about the services to parents of adolescent girls.

Adolescent Girls:

Read Facilitator tips on page 23 before conducting this component with girls

- If possible, do separate outreach for girl 10-14 and 15-19.
- Have no more than 7-10 girls in the session.
- Always start with an icebreaker.
- Explain who you are and what you do.
- Explain that this is a safe space for girls ('whatever you say will stay in this room') to share their ideas and opinions.
- Explain the services offered at the centre/safe space.
- Ask the girls if they have any questions.
- Follow up: ask them to share next steps to secure their engagement in activities.

- ✓ Establish a girl friendly space
- ✓ Understand who you want to reach
- ✓ Know how to reach them
- ✓ Gathering girls
- ✓ Explaining your services

- If you are unable to gather girls in a group, do door to door explanations (see below)

Tool B- Explaining your Services to Girls: (Group)

Read facilitator tips on page 23 before conducting this activity.	
It's important to familiarise yourself with the steps in the activity to ensure you don't miss important points.	
Time:	45 minutes - 1.5 hours
Materials:	Flip chart paper, markers, stickers, pens, ball
Tip:	Try to arrange the room so that girls are sitting in a circle Sit with the girls, so that they feel you are part of the group
Introduction & Icebreaker	Your name, organisation and favourite food/colour Using a ball, ask girls to tell you their name and their favourite food/colour, once they have finished, they should pass the ball to another girl.
Activities <i>(Choose one, if you don't have time to do all of them)</i>	
Activity 1: General Services	<ul style="list-style-type: none"> • Using a flip chart paper and marker, draw images that represent all of the activities offered to girls e.g. a ball for sports, the alphabet for literacy etc. • You can also ask the girls if they want to come up and draw the images. • For each drawing, you can explain what the activity/service is. • When you finish, you can ask the girls to discuss in pairs, which activities they like from the ones you described. • Ask them to share with the group. • Then in their pairs they can discuss which activities are not there but would be interesting for girls to participate in. • Keep note of the activities they mention and explain if you already offer this or not.
Questions	<ul style="list-style-type: none"> • From the activities I mentioned that we have, are there any that you would like to participate in. • From the activities you all mentioned, are there any that you would all like to participate in? • You can write your ideas/feedback if you don't want to say it in front of the group
Follow up	<ul style="list-style-type: none"> • What are the days and times that are best for you to participate? • Are there any reasons why you might not be able to participate? • What can we do to support you to come?
Activity 2: Case Management¹⁰	<ul style="list-style-type: none"> • SAY: Today we are going to use our imagination. I want you to walk in the room without looking at each other. Let's forget that we are in this location and try to follow the story I'm going to tell you now... • Let's walk around the room. Imagine that you are walking in nature. The weather is amazing today! The sky is blue and the sun is shining. You can feel the breeze on your skin. You can see colourful balloons in the sky. Some of these balloons are small and some others are big. • While walking, I want each one of you to catch a balloon by the string a small balloon if you're feeling good today and a big balloon if you're not feeling very comfortable today. <p>FACILITATOR TIP: do not ask girls to identify the type of balloon they chose.</p> <ul style="list-style-type: none"> • SAY: After catching the balloon let it go back in to the sky and keep walking until everyone starts walking in one circle.
Questions	<ul style="list-style-type: none"> • What could make girls catch a small balloon? What about the big balloon? (What are the things that can make a girl feel good? What are the things that can make her feel uncomfortable?)

¹⁰ Taken from IRC Lebanon – How to introduce Case Management Activity 2015

	<ul style="list-style-type: none"> ● FACILITATOR TIP: Read GBV group disclosure guidance on page 28 to familiarise yourself with what to do if you face a GBV disclosure in the group.
Follow Up	<p>EXPLAIN: Sometimes, girls wake up in the morning and feel very good. Some other times, girls feel like catching a big balloon because they don't feel good or comfortable. These girls might have some concerns or challenges they wish to talk about because each big balloon can turn into a small one, but maybe they don't know who they can talk to.</p> <p>In our program, someone is trained to listen to the concerns of girls in a safe space, where any girl can freely express around anything bothering her.</p> <p>Give information on where the Case/Social Worker is located and how to reach them (i.e. hotline, IEC material) If you know any girls who have any concerns and might want to talk to a Case/Social Worker, you can tell her about the services we offer for girls.</p>
Activity 3: Curriculum	<ul style="list-style-type: none"> ● SAY: we are going to look at a story of a girl: ● Draw a picture of a girl on a flip chart paper and ask the girls to give her a name. Explain to the girls her age, and give some details about her that reflect the girls you are with, e.g. in school/out of school, refugee/IDP, age, brothers, sisters, favourite colour etc. ● Ask the girls to add additional information, i.e. what does she like to do in her free time. ● Who is the person she trusts most? ● Does she have many friends? ● What are the things in her life that annoy her? ● Does she feel safe to move around freely where she lives? ● Does she want to learn about new things? ● What kind of things would she like to learn about?
Questions	<ul style="list-style-type: none"> ● What kind of information or activities do you think could help this girl have a happy and healthy life? ● Explain there is an activity that is for girls only. In this activity, girls will learn about different issues such as how to communicate their feelings and talk about the things that affect their daily lives. They will learn about how to take care of themselves, physically and also emotionally. They will learn how to be confident and how to make friends they can trust. They will learn a lot of new information based on what they request.
Follow Up	<ul style="list-style-type: none"> ● Ask the girls if they would be interested in participating in this type of activity. If so, what are the days and times that are best for you (and for how many weeks) to participate? ● Are there any reasons why you might not be able to participate? ● What can we do to support you to come?

Tool C- Explaining your Services to Girls: (Individual)

Introduction	<ul style="list-style-type: none"> • Introduce yourself to the girl. • Also ask her to introduce herself. • It's important to have an informal and friendly approach to make her feel comfortable.
Distribute Flyer/IEC Material	<ul style="list-style-type: none"> • If you have a flyer/IEC material, share this with the girl but also, explain to her the content in the flyer/IEC in case she is unable to read properly.
Explain Activities (<i>Explain the ones that are relevant to what you offer</i>).	
General Services	<ul style="list-style-type: none"> • Ask her if she has heard of your space and what you offer • Explain what you offer for girls in very simple language • Explain when the next available course will be • Explain she can come to the space any time, even if she is not registered for a course
Case Management	<ul style="list-style-type: none"> • SAY: In our space, we have someone who is trained to listen to the concerns of girls in a safe space, where any girl can freely express around anything bothering her and this will be kept between the Case/Social Worker and the girl. • Give information on where the Case/Social Worker is located and how to reach them (i.e. hotline, IEC material) • SAY: If you know any girls who have any concerns and might want to talk to a Case/Social Worker, you can tell her about the services we offer for girls.
Curriculum	<ul style="list-style-type: none"> • SAY: We offer an activity that is only for girls. In this activity, girls will learn about different issues such as how to communicate their feelings and talk about the things that affect their daily lives. • SAY: Girls will learn about how to take care of themselves. They will learn how to be confident and how to make friends they can trust. They will learn a lot of new information based on what they request. • SAY: It's a space for girls to meet new people, make friends and learn new information.
Establish Interest	<ul style="list-style-type: none"> • Do the activities we mentioned sound interesting to you? Which ones were interesting? • Would you like any more information on the activities I mentioned? • How many hours would you be able to attend for a week, how many days a week and for how many weeks?
Follow Up	<ul style="list-style-type: none"> • Ask if there are any issues for her to attend and how you can support in this (convince parents, timing etc.) • Give her a way to reach you if she needs to (work mobile number/hotline) <p>For General Services and Curriculum:</p> <ul style="list-style-type: none"> • Tell her if sessions are broken up by age or sex • Explain how she can reach the space • Decide with her on an exact time/day to meet again (for an activity/tea & coffee session etc.)

Understanding Girls' Needs and Risks

You have identified the group you want to reach and explained your services. Now it's time to understand their needs. This will help you decide how you will implement the curriculum or other services you want to do with the girls.

Things to consider:

- If you are not able to meet with girls a number of times before engaging them in activities for trust building, you can do a needs assessment jointly when explaining services.
- What is the purpose of the needs assessment: safety mapping for GBV partners, understanding which sessions from the curriculum to implement or which activities and services they need?
- A needs assessment will help you further understand the community dynamics and the barriers that girls might be facing.
- With the information you gather from Tools B, C and D (1&2), you will be able to assess which session from the curriculum are most necessary to complete with girls.
- You can use Tool F to summarise your findings.

- ✓ Establish a girl friendly space
- ✓ Understand who you want to reach
- ✓ Know how to reach them
- ✓ Gathering girls
- ✓ Explaining your services
- ✓ Understanding girls' needs and risks

GIRLS EXPLAINED THE FOLLOWING DURING A NEEDS ASSESSMENT IN KRI:

'WE WANT AN OPTION TO HAVE A GIRL ONLY SPACE, SO OUR FRIENDS WHO ARE NOT ALLOWED TO COME, BECAUSE OF BOYS, CAN JOIN US' REFUGEE GIRL IN DOMIZ CAMP

'THEY BUILT A PLAYGROUND FOR BOYS AND GIRLS BUT WE CANNOT ACCESS IT BECAUSE IT'S NOT OK FOR BOYS TO WATCH US, PEOPLE WILL TALK' IDP GIRL FROM BARHAKA CAMP

'WE WANT AGENCIES TO ASK US WHAT WE WANT, THEY DO DISTRIBUTIONS AND DO NOT ASK US WHAT WE NEED, SO WE END UP WITH THINGS THAT ARE OF NO USE' MOTHER AT BARHAKA CAMP

This highlights the importance of carrying out meaningful needs assessments

Tool D (1&2) - Safety Assessment for Girls:

For partners working in GBV, when conducting outreach and safety assessments, the following tool could be useful to use with girls:

1. Community Mapping¹¹:

This tool is used for facilitating community-led discussions and identification of safe and unsafe places for girls in the areas they live, services and assistance that are known and accessible to the community, and strategies to prevent or minimize the threat of violence towards girls.

Facilitator Note: The tool is appropriate for use during small group discussions of 6-8 girls. The participant group should include members of the same age group (older adolescents 15-19, and younger adolescents 10-14).

When gathering girls, it's important to only gather 6-8 girls. If you have more than this number, you should not turn girls away.

The group should be small enough so that girls can work on one map together. If there are too many girls in one group, you can divide them into two. The girls should be responsible for drawing the map. Make sure each girl is encouraged to participate and adds her own routes on the map.

Where safe and possible, the mapping should be conducted approximately 3 times with separate participant groups in a single community to allow for comparative data collection. The estimated activity time is (1.5) hours maximum.

Materials: Flip chart paper, red, blue, green, and black markers.

Step 1	Introduction	Introduce all facilitators
Step 2	Icebreaker	Girls introduce themselves
Step 3	Objective	Purpose of the exercise is to understand concerns and needs of girls. Participation is voluntary No one is obligated to respond to any questions if she does not wish No one is obligated to share personal experiences
Step 4	Group Agreements	Ask girls to suggest the group agreements. ASK: What are the things we can agree on to make sure that everyone in this session feels comfortable and respected?) Make sure to mention confidentiality and if anyone wants to discuss something personal, they can do so after the session.
Step 5	Note- taking	Ask permission to take notes No one's identity will be mentioned The purpose of the notes is to ensure that the information collected is precise and that we can follow up on decisions we take together
Step 6	Mapping	Give the girls blue and black markers SAY: Imagine you are looking at the area where you live from above. Maybe you are on a very big hill, looking down. ASK: What do you see?

¹¹ Adapted from IRC Lebanon Safety Mapping Tool: Community Mobilisation Strategy 2015

		<p>SAY: Draw the things that you see, starting from your home and including all the places you visit during your day; Public places such as markets, shops, schools, medical services, place of work</p> <p>When you finish drawing all of the places you visit, start drawing the roads you take to reach them.</p>
Step 7	Identifying Risks	<p>SAY: We drew a map of your surroundings and the places you visit in your daily life. Now we would like to use the map that you have created in order to identify the places that are considered safe and unsafe in the area you live in:</p> <p>Circle the areas in solid GREEN line where girls feel safe or they feel comfortable to go alone.</p> <p>Mark with a big RED "X", the places where girls don't feel safe, or where girls don't feel comfortable to go alone.</p> <p>Is there a certain time of the day when girls feel safe or unsafe?</p> <ul style="list-style-type: none"> •Circle the area in a solid RED line on the map that are not safe for girls at night •Circle the area in a dotted RED line on the map that are not safe for girls during the day
Step 8	Questions	<p>What makes the places you marked with a green circle safe for girls?</p> <p>What makes the places you marked with a big RED "X" unsafe for girls?</p> <p>If a girl in your community experiences concerns or risks, what can she do?</p>
Step 9	Conclusion	<p>Thank participants for their time and their contributions.</p> <p>Inform participants that at the end of the activity you would like to keep the map.</p> <p>Explain that the information will be used to work with the community to develop ways to reduce and protect each other from these concerns and risks.</p> <p>If anyone wishes to speak in private, respond that the facilitator and the note taker will be available after the meeting.</p> <p>Ask participants if they have questions.</p> <p>Tell the girls that you want to complete part two with them and decide on a time and day that they will be available to carry out the second part of the activity.</p>

2. Safety Planning¹²

This tool is intended to respond to the risks identified by the group of girls in the areas they live. It aims at using resources and/or services known and accessible to them to create their own strategies in order to minimize the risk of violence on themselves. **This activity should be carried out with girls who participated in the community mapping activity.**

<p>Facilitator Tip: This tool should be used after the Safety Mapping Tool has been completed with the girls. This tool is intended to respond to the risks identified by the group of girls in the areas they live. Make sure:</p> <ul style="list-style-type: none"> - Girls have carried out the community mapping activity before doing the safety planning activity. - Girls participating in safety planning are the same girls from the community mapping activity. - Common risks were identified between the participants. - A safe place is available to conduct this activity in. 		
Step 1	Introduction	Introduce all facilitators
Step 2	Energiser	Choose an energiser from the 'Games' section
Step 3	Objective	The purpose of the activity is to set a safety plan to respond to the risks that were identified in the previous session.
Step 4	Group Agreements	Ask the girls if they remember the group agreements that were decided upon in the last session Remind them of the ones they forget
Step 5	Note-Taking	Ask girls for permission to take notes
Step 6	Recap of Safety Mapping	ASK: What things did we discover from the last session? What were the safe places identified? What were the places we identified as not being very safe?
Step 7	Safety Brainstorming	SAY: Let's imagine a girl who is your age named X has moved to your community where she has to take the same roads and goes to the same places you've mentioned in the map ASK: What would make X feel comfortable and safe when walking and going around the community, streets, roads, places etc.? How can people surrounding X make her feel safe? DO: Write down their answers on a flip chart SAY: It's important for everyone to feel safe and secure. Therefore, we'll try in the next step to develop a safety plan that help girls in the community feel safer and more comfortable.
Step 8	Safety Plan	SAY: Let's try to develop a safety plan for X, her friends or any girl from the area to help them feel safer and more secure. DO: Explain to the girls the following table and closely work with them on developing a safety plan for the riskier situations that girls might face. Make sure to share the following example so that they're more guided: Note:

¹² Adapted from IRC Lebanon Community Safety Planning Tool: Community Mobilisation Strategy 2015

Who/What is the risk? (Places/people)	When? (Time)	Where? (Place when applicable)	Who are the people/what are the places that might provide support to girls?	Actions Points/ How can the people mentioned provide the support?	Follow-up/What are the things to follow-up to make sure that girls are feeling safe?
		<p>•The facilitator is requested to push realistic solutions provided on behalf of girls. For example, if girls do not have a cell phone, the facilitator should be aware that probably calling the police might not be accessible or applicable.</p>			
Step 9	Follow up questions	<p>SAY: The people you've mentioned are what make the social network of X or any other girl. These people might be personal friends, or peers with whom girls gather to do activities. The support could be having someone who would carefully listen without judging or blaming. The social network could also be formed of places where girls can feel comfortable such as the safe space or the centre and where trustworthy people are available, such as caseworkers. Beside the safety plan we developed, is there anything else we can add to help girls to feel safer and to help them protect themselves?</p>			
Step 10	Finalising the Plan	<p>Ask the girls if this plan seems realistic and if girls could refer back to it if facing some of the identified risks. If no, ask how they would change it for it to become more realistic</p> <p><u>Make sure to inform the participants the following:</u></p> <p>This safety plan is just one of the means that could be helpful. Each person has their own way of maintaining their own safety, and this plan is here to support or add to the existing safety measurements that each person has.</p> <p>It's important to know that even if a girl is exposed to harm, this doesn't mean that it was her fault. The person who causes harm to a girl, has the choice to do it or not.</p> <p>Give girls the contact information for the safe space/centre</p> <p>Thank the girls for their participation</p>			

Facilitation Techniques

- Prepare in advance – the sessions are easy to facilitate but some require some planning, so be sure to read and become familiar the session a few days before and prepare the materials.
- Arrive at least 10 minutes before their session starts to set up the space.
- Come prepared with supplies and materials for each session.
- Welcome and include all girls equally.
- Support all of the girls, including talkative and quiet ones, to participate in sessions equally.
- Be fully attentive and engaged throughout the sessions.
- Create a participatory environment, create a relaxed atmosphere by arranging seating in a circle so that you can make eye contact with everyone.
- HAVE FUN! The sessions should be interesting for girls and it's important for girls to enjoy the sessions, so don't be afraid to have fun during the sessions.
- Observe and recognize warning signs for girls who are at risk, and if necessary refer them to supportive services (see page 24).
- Follow the agreed procedures referral and reporting procedures if girls are at risk or require support, and maintain confidentiality.
- Provide information for girls about services and support in the community.
- Set a good example for girls (during or outside of sessions) through respectful and positive behaviour.

- ✓ Establish a girl friendly space
- ✓ Understand who you want to reach
- ✓ Know how to reach them
- ✓ Gathering girls
- ✓ Explaining your services
- ✓ Understanding girls' needs and risks
- ✓ Topic selection
- ✓ Techniques for facilitation

Facilitating Sensitive Topics:

The curriculum includes many sensitive sessions, specifically on Reproductive Health and Safety. Furthermore, the tools for partners that are outside of the curriculum (Safety Assessment Tools) are also very sensitive. Therefore, it is critical that facilitators are equipped to deal with some of the issues that may arise.

Nearly all adolescents who live through a humanitarian crisis are likely to demonstrate some initial changes in their behaviour, emotions, thoughts and social relations. This is normal. It is important to remember that with adequate support most adolescents will recover and regain normal functioning.

Some sessions may trigger memories for girls, the girls you are working with have experienced distressing situations and therefore, when dealing with certain topics, it's important to be very aware of their reactions and how to manage these. Distress can be expressed in many ways, and may vary across cultures.

Some common signs of distress in adolescents include¹³:

- Always looking sad, never smiling, or crying often.
- Acting withdrawn or not reacting to games or other fun activities, seeming numb.
- Difficulty in concentrating or easily confused.
- Constant preoccupation with violence, death and killing (including killing themselves).
- Mood changes, easily irritated, feeling hopeless or guilty.
- Persistent, aggressive behaviour with peers or facilitators, either physically or verbally.
- Rejection of rules, disruptive behaviour, such as non-stop questions or arguments.
- Constant physical complaints, including headaches, stomach aches or dizziness.
- Sleep or appetite problems.

Be aware of the types of services and support available for adolescents in your area, if in doubt, consult your Manager.

¹³ The Adolescent Kit for Expression and Innovation: Programme Coordinator's Guide and Tools UNICEF

Confidentiality and Group Agreements¹⁴:

Suggested Script

SAY: Before we begin, we should set some group agreements that will help us to make sure that this is a safe space for us to express our opinions and ideas freely.

ASK: What are some of the things we want to agree on to make sure this is a safe space for us, where we can feel comfortable? (Write down their ideas).

SAY: Some of the topics we discuss may be quite sensitive and there may be some girls who have personal experiences that they want to share. If anyone of you would like to talk to me individually if they are having any problems in their life, I am here to listen.

Because some topics can be sensitive, we will not discuss personal experiences here because we don't know what could happen to that information if shared with people. If you want to talk to me after the session, I am here to help. The reason we don't want to discuss anyone's individual experiences in a group is because we don't know what could happen to that information if it's shared and it's safer to talk to me directly in a safe place where everything will be confidential.

¹⁴ Adapted from Women's Protection and Empowerment Team Psychosocial Support Resources South Sudan, IRC

Below, you will find specific information related to facilitation of specific topics:

1. General Language
2. Reproductive Health Sessions
3. Safety Sessions

1. General Language:

General Techniques:
<ul style="list-style-type: none"> • Recognize and manage girls’ discomfort. • Avoid lecturing or preaching. • Share accurate information. • Don’t give your own opinions. • Ask for support if you need help responding to particular issues. • Talk to the group about the importance of privacy. • Make sure you set ground rules from the start of the activity and remind girls at the beginning of the sessions

Facilitator Tip	Rationale	Don’t	Do
Do not ask direct questions to girls about sensitive topics	This can put girls under pressure and they can be unwilling to share their personal experiences due to fear of judgment from other girls in the group.	‘What do you want’, ‘what would you do’	‘What do girls like you want’, ‘what would girls like you do’
Give examples when trying to explain difficult ideas, through a scenario or a role play or by rephrasing	Concrete examples help will girls understand the point you are trying to make, especially if they can relate through experience and exposure to these ideas.	‘What are your goals that you want to achieve in the future?’	‘Hala is 14 years old. When she is 21, she hopes she will have finished school and have a job as a teacher. To reach this point, she studies hard at school’. Becoming a teacher is Hala’s goal.
Keep your language clear and simple.	Although perfectly capable of grasping new concepts, girls may feel intimidated by technical language so it needs to be explained in a way that is accessible to them.	‘Case management is a service offered to women and girls who experience gender based violence’	Sometimes, things happen to women and girls that can make them feel uncomfortable. There is someone available for girls to speak to if this happens.
Explain that there is no right or wrong answer.	It’s important to make sure that the girls feel able to express themselves without fear of judgement	If girls suggest negative practices don’t say: ‘that is wrong’ ‘what you said is bad’	Instead, say ‘let’s think about the pros and cons of the suggestion’

2. Reproductive Health Sessions

Before the session:

- Trust: Building trust before these sessions is crucial
- Plan ahead: What do you want to achieve during the session? Are you confident about the information you are presenting?
- Set your limits: You may feel embarrassed to answer some of the questions girls ask. Be honest and tell them if you are unable to answer their questions.
- Get advice: Talk to your colleagues or supervisor to get their advice on how to tackle these topics. Ask for their help if you need to. When seeking advice remember to respect girls' privacy and abstain from sharing information about them with others.

During the session:

- Be prepared to deal with shyness
- Remind girls of the ground rules and confidentiality
- Establish what they know first, before giving them information (they may be able to explain it in a way that other girls understand better).
- Provide girls with accurate and factual information
- Ask them at each stage if they are happy to continue to the next topic- get their consent
- If you do not know the answer, be honest. Try to find the answer for the next session.
- Do not push the girls to answer questions they are not comfortable with
- Do not ask them direct questions relate to their personal experience
- If they share their personal experiences, thank them for sharing

At the end of the session:

- Ask girls if anything remains unclear

- Give them the opportunity to write their comments/feedback suggestions in a confidential way (i.e. give them paper that they can write on and hand if in they are not comfortable verbalising certain issues)
- Remind them of confidentiality

If you do not feel comfortable giving information on these topics due to your personal beliefs, values etc. please talk to your supervisor. It is essential that information provided to girls is factual, not biased and given in a sensitive and non-judgemental way.

3. Safety Sessions

During the safety sessions, be aware of the following:

Signs to look for:

- She is behaving out of character
- She is withdrawn
- She is bringing attention to herself
- She mentions something related to problems she is facing
- She is about to be married or is recently married
- Content of activity triggers a change in behaviour

Dealing with GBV disclosures in group settings:

- Thank the girl for sharing
- Remind participants that this is a safe space
- Change the topic from specific to general e.g. if a girl says she is beaten by her mother. You can say, 'some girls may experience violence in the home'. Instead of 'in your situation,' you can follow up with 'if girls experience a similar issue, they can talk to a Case/Social Worker, any girl can approach me after the session for more information'.
- Do not ignore what the girl said or change the conversation abruptly.
- Follow up with her at the end of the session in a discrete way.

After the session:

- Build time in at the end of the session to allow girls to approach you individually
- Be available (this includes body language and facial expressions)
- Be prepared in advance to deal with any issues that may arise
- Do not ask the girl to tell you what happened again
- Explain that there is someone available for her to talk to.
- If you are not a GBV agency, do you know where referrals can be made?
- How will you make this referral and ensure that the girl feels comfortable with her case being handed over to a different agency?

Tool E: Facilitator Appreciation Tool:

This tool provides an outline of the key points facilitators of the curriculum (or any session with adolescent girls) should be aware of.



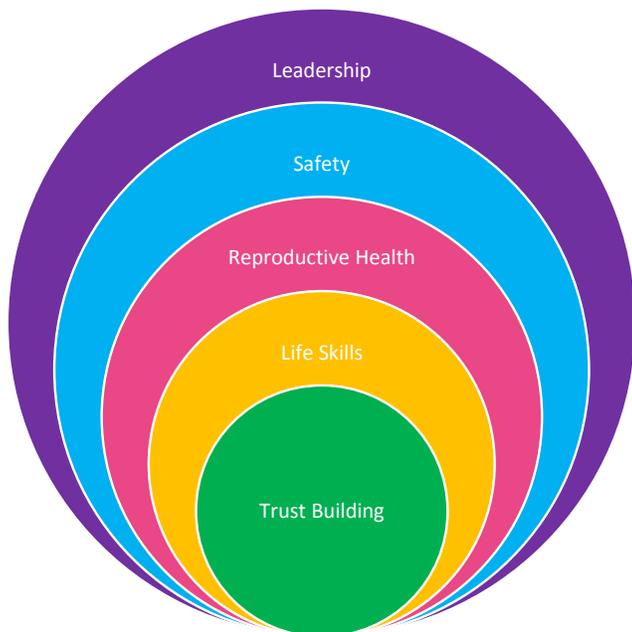
Established a supportive environment:	No changes to the room	Rearranged the room	Rearranged the room + with no movement around the room	Rearranged the room + with movement around the room
The use of body language:	No changes	Used facial expressions	Used facial expressions and changed posture	Used facial expressions, changed postures, changed voice tone and used hand gestures
Active Listening:	No active listening	Used brief encouraging phrases	Used brief encouraging phrases, reinstating and summarizing	Used brief encouraging phrases, reinstating and summarizing, Probing and validating
Use of session guide:	No session guide used, no materials prepared	Session guide used and some materials prepared	Regularly uses session guide, all materials prepared and sometimes followed timelines in guide	Regularly uses session guide, all materials prepared and always followed timelines in guide
Did they give girls responsibility during the session if relevant?	Never	Only when specified in the session guide	Sometimes, to different girls	Regularly and equally distributed
Did they provide appropriate examples and clarifications to the girls if they needed it?	Never	Sometimes when specified in the session guide	Sometimes when they could sense girls were not following	Regularly, with or without prompts
Did they emphasize that there is no right or wrong answer (if relevant)?	Never	Occasionally, when specified in the session guide	Sometimes when they could sense girls were struggling on this issue	Regularly, even in preparation for a forthcoming discussion
Did they provide girls with positive messages and encouragement?	No positive messages or encouragement	Offering positive messages included only in the session guide	Sometimes providing encouragement to the girls that is not indicated in the facilitators guide	Regularly emphasizing the strengths of girls and providing empowering messages about their potential
General language used such as 'what problems do girls like you face' instead of direct questions	Use of direct language	General language only used when specified in the guide	General language used sometimes when not specified in the guide	General language used regularly when relevant

Topic Selection from the Adolescent Girls' Curriculum

- At this point in the adolescent girls' programme, you have established your girl friendly space, assessed the needs of girls and explained your services. You are now ready to implement sessions for girls.
- How you will implement it will depend on feedback from the girls that was captured in Tool F.
- The adolescent girls' curriculum should ideally be completed in full. However, it can also be used as part of a targeted intervention.

- ✓ Establish a girl friendly space
- ✓ Understand who you want to reach
- ✓ Know how to reach them
- ✓ Gathering girls
- ✓ Explaining your services
- ✓ Understanding girls' needs and risks

Table 1: Curriculum Components



-
- The core component of the curriculum is trust building.
 - From implementing Tools, B, C, D (1&2), trust is already being established with girls.
 - Interventions should include as many components as possible (outlined in Table 1), relevant to girls.
-

Below are some options to consider for specific/acute interventions:

- This is a proposed structure; however, you will understand the group you are working with in more depth.
- In general, it is suggested to focus on trust building activities for a longer period of time with Yazidi Girls. Trust building is also important with other IDP groups. Trust building with Syrian Refugee girls may not take as long, so adapt according to your group by adding or removing the number of trust building sessions.

<p>Specific safety issue identified</p> <ul style="list-style-type: none"> ○ Trust Building Activity ○ Tool D1: Safety Assessment- Safety Mapping ○ Tool D2: Safety Assessment- Safety Planning ○ Tool G: Follow Up Session 	<p>High number of child marriage cases reported</p> <ul style="list-style-type: none"> ○ Trust Building Activity ○ Decision Making/Negotiation ○ Reproductive Health ○ Safety Networks ○ Tool G: Follow Up Session
<p>Specific request for health and hygiene information</p> <ul style="list-style-type: none"> ○ Trust Building Activity ○ Trust Building Activity ○ Reproductive Health ○ Reproductive Health ○ Tool G: Follow Up Session 	<p>Vulnerable girls identified and in need of basic psychosocial support</p> <ul style="list-style-type: none"> ○ Trust Building Activity ○ Trust Building Activity ○ Making and Keeping Friends ○ Communication ○ Safety Networks ○ Tool G: Follow Up Session

Tool F- Assessing Curriculum Sessions¹⁵:

Name of Facilitator			
Location			
Date			
Note Takers			
Number of girls			
Age Range			
Based on the tools implemented with girls, what were the key topics and needs arising for this group?			
Based on your discussion with the girls, did you notice any issues that should be addressed with them in the curriculum? (E.g. known safety issue, observations of girls' level of confidence, discussions with parents/caregivers etc.)			
When are the girls available to meet to participate in the curriculum?			
Are staff available to implement activities with girls at the specified time?			Yes
			No
When will the curriculum take place?			
What is the proposed intervention and what is the justification? E.g. Number of modules/sessions to be implemented, specific modules and why?			

¹⁵ Adapted from IRC Lebanon Drama Assessment Tool 2015

Tool G- Follow Up Session:

This tool is used to follow up with girls in acute interventions. It will help empower girls to access other existing services available to them and identify any other information that they are in need of.

Icebreaker	You can ask girls to suggest their favourite icebreaker/game
Objective	Explain that this is the last session of the cycle you will do with them
Materials	String/knitting yarn, coloured pens, post it notes, markers, flip chart paper, information on referral pathways (including phone numbers and opening hours/activities etc.)
Activity	<p>Web of Strength: Ask the girls to find a space in the room where they feel comfortable (standing or sitting). Give one girl the ball of string/yarn. Explain: The girl will hold on to the string and pass the ball to another girl. As she passes the ball, she will tell the girl a quality/characteristic that she admires in her, or would like to learn from her. If the girls are confused, the facilitator can start and give clarification; e.g. I like that you are always smiling or I like that you ask many questions etc. The girls should continue this until everyone is connected through the string. Explain: This web you have created is your web of strength. It represents the great qualities you have and the support you can give to each other once this session finishes.</p>
Questions	<p>What have you learned during these sessions we did together? What more would you have liked to learn that was not included? FACILITATOR NOTE: Consider whether it's possible to implement more sessions based on girls' feedback. How can you support each other now that the sessions are coming to an end?</p>
Activity	<p>Our Network Map¹⁶: Give girls post it notes and markers/coloured pens. Draw an outline of a girl on a flip chart paper. SAY: This girl represents all of us in this room and others in our community. Let's think about the places around her where she can go, to access activities and services. Split the girls into small groups. ASK: What do we have close by in our community that girls can access?</p>

¹⁶ Adapted from Girl Safety Toolkit: A Resource for Practitioners Girl Hub

	<p>Is there somewhere girls can go to get information on the things that you wanted to learn but that were not included in these sessions? SAY: Use one post-it note for each place a girl can go to. They can write the name of the place (e.g. CFS/YFS or they can draw it).</p> <p>Ask them to stick the notes around the girl, if the service is nearby to the girl they can stick it closer to her, if the service is far away, they can put it at the edge of the paper.</p> <p>ASK: Has everyone heard of these services? Do we know when we can go to these services? (e.g. what day/time). Do we know how to register for activities? Do we know how to contact them?</p> <p>DO: Fill in the missing details for girls based on the referral information that you have and also tell them of any other service they did not mention</p>
<p>Closing Activity₁₇</p>	<p>Passing the Pulse Have the girls standing in a circle holding hands. SAY: This activity shows us that we are all connected and in unity with one another. Tell them that you are going to press the hand of the person on your right who will have to do the same until the squeeze comes back to you. Do it once with eyes open, then take a breath together and repeat it with eyes closed.</p>

Involving Girls in Feedback

It's important to actively involve girls in feedback of programmes, activities and sessions. Opportunities should be provided in a number of ways to ensure that girls can provide feedback in a way that makes them feel comfortable.

Things to consider:

- Encourage adolescents to share their opinions directly during sessions wherever possible.
- Provide a comments box in the safe space. This will give adolescent girls an opportunity to provide feedback in a confidential way.
- Identify peers for adolescent girls whom they feel comfortable to provide feedback to.
- Organise opportunities for group discussions to get feedback from girls.
- Get feedback from girls during programme implementation and after.
- Think of creative ways to get feedback from girls, taking into consideration girls who are not literate and feedback concerning sensitive topics.

- ✓ Establish a girl friendly space
- ✓ Understand who you want to reach
- ✓ Know how to reach them
- ✓ Gathering girls
- ✓ Explaining your services
- ✓ Understanding girls' needs and risks
- ✓ Topic selection
- ✓ Techniques for facilitation

Tool H: Feedback and Evaluation Tool:

Use this tool as a basis to get feedback from girls in a group discussion. This tool has been designed to be accessible to girls who do not read and write, so it can be facilitated as a group discussion.

Evaluation Form



Love



Like



Less



Lose

Tool H: Evaluation Guidance Notes:



LOVE:

What was your favourite activity?
What was your favourite topic?
What was the most important topic?



LIKE:

Were there any other activities or topics that you liked
What were some of the useful things that you learnt?
Were there any topics missing that should be included?



LESS:

What was your least favourite topic?
What was your least favourite activity?



LOSE:

Which activity or session do you think needs to be removed completely because it was not useful for girls?

End of Project Cycle

When a project/activity or programme comes to an end, it's important that attention is given to how this is done. Adolescent girls would have been part of a process for a particular length of time, they need to be prepared that this will end and think about ways to move forward and apply their learning and skills.

Things to consider:

- Prepare girls: Support girls to plan how to continue working together after the end of the activity/project cycle (if they want to), and emphasize that the only requirements are their energy, creativity and commitment.
- Celebrate achievements and provide closure: Take steps to recognize and celebrate the girls' accomplishments and to provide a sense of closure.
- Encourage girls to present their work through a final celebration, art exhibition or performance. Give girls the opportunity to plan and organize the celebration themselves (if they want to).
- Invite adolescents to review and evaluate their intervention. Use their feedback to shape other programmes and interventions for adolescents in the future.
- Invite adolescent girls to establish adolescent girl committees, to facilitate participation at the community level.
- Encourage them to provide information and support to their peers.

- ✓ Establish a girl friendly space
- ✓ Understand who you want to reach
- ✓ Know how to reach them
- ✓ Gathering girls
- ✓ Explaining your services
- ✓ Understanding girls' needs and risks
- ✓ Topic selection
- ✓ Techniques for facilitation
- ✓ Involving girls in feedback



ADOLESCENT GIRLS CURRICULUM



Adolescent Girls Curriculum

The Adolescent Girls Curriculum is a collection of learning sessions designed to empower adolescent girls living in Iraq to address key issues on life skills, Reproductive Health, Gender Based Violence (GBV), Financial Education and Leadership. The learning sessions are approximately one to 1.5 hours in length. The curriculum is designed to be delivered once a week (or more). The length of the course will depend on the needs of the girls, but if possible, the girls will participate in as many sessions as possible. Some sessions are designed for a specific adolescent group (older or younger adolescents). For targeted shorter interventions, sessions from the toolkit can also be used. See below for more details.

Following the curriculum structure:

- Although the sessions can also be used individually as information sessions, the information has been designed to be implemented in sequence. This gives girls the opportunity to develop complete knowledge and skills in a number of important topics.
- If real change is to take place and girls are to meaningfully participate, it is **STRONGLY** recommended that the curriculum is implemented regularly, with the same girls attending the sessions each week, following the suggested sequence as outlined in the contents page.
- It is recommended that for each group, there are between 10-15 girls actively participating.
- In locations where drop out is considered high, you could enrol more than 15 girls, with the expectation that over the first few sessions, girls will drop out.
- In locations where attendance rate is consistent, it's advisable not to recruit more than 15 girls.

ENROLLING GIRLS:

Be flexible:

- **Monitor enrolment and adjust activities accordingly:** Once activities with girls start, monitor enrolment closely.

If enrolment and participation is low:

- **Ask girls how to make programmes more accessible or interesting.** If enrolment is low among specific groups of girls, consult girls from those groups directly to learn why, and seek their suggestions for improving the situation.
- **Engage girls in finding others.** Girls often know better than adults who and where their peers are. They can motivate other girls to attend activities, and come up with creative ideas for overcoming barriers to participation.
- **Consider changing the time, location or nature of activities,** so that they are more accessible or interesting to girls.
- **Raise more awareness in the community.** Try to raise more awareness about interventions, particularly among newly arrived community members. Gain the support of community leaders to increase enrolment.
- **Take steps to include girls entering adolescence,** and to consider how older girls will participate in activities as they reach adulthood.

If enrolment and participation is high:

- **Be flexible:** If large numbers of girls want to participate in activities, it's important to welcome everyone who turns up. Do games and activities that can be enjoyed in large groups, so that they have safe space and time for recreation. Adjust expectations for the intervention accordingly, as it may be difficult to achieve higher-level goals related to girls' psychosocial wellbeing and learning in such big groups. But targeted outreach should mean that this will not significantly impact the programme.
- **Explain the curriculum to girls:** If girls are aware that they need to commit to a specific number of sessions from the beginning, they will be able to make an informed decision about whether they want to participate.

FEATURES OF THE LEARNING SESSIONS:

If possible, girls will attend sessions with girls of a similar age. If this is not possible for the entire curriculum, it is necessary for some sessions (as indicated in the curriculum). The curriculum is colour coded. Blue sessions are suitable for all age groups; green sessions have been designed for a specific age group.

OBJECTIVES: For each session, you will find the session objectives which you should share with the girls at the beginning of the session.

MATERIALS: There is a list of materials you will need for each session. You should always have flip chart paper and markers available for all sessions. You should check the list of materials you need in advance so that you can be fully prepared for each session.

STEPS: There is a list of steps for each activity that should be followed. The guide provides a list of instructions for the facilitator to follow. The steps are listed in the order in which they should be implemented. Please try to follow the steps as outlined. You can use your own words to explain each point (and not read directly from the guide).

The guide clearly identifies sections where you should say things to the girls, where there are ideas for the girls to discuss and parts where you will ask questions.

The curriculum has been designed with easy to follow symbols to help you understand what the steps are.



Review of Previous Session: At the start of every session, it is important to have a very brief review of the previous session. You can do this in a number of ways, through a quick game of passing the ball around, asking girls to volunteer, giving stickers for girls who come forward with an answer etc. The review should not take more than five minutes, unless the previous topic still needs to be clarified or discussed further.

Icebreaker/Game: it's important to start each session with a small fun activity to help girls feel comfortable, enable them to think creatively and build trust within the group.



SAY: This is what the facilitator should say out loud to the girls. You can always share your experiences with the girls to help them better understand the topics.



ASK: These are questions the facilitators will ask the girls. After asking a question, always allow time for girls to answer. Sometimes questions are just meant to get the girls thinking and talking about their own experience or how they feel. It is not necessary to ask every single question to the girls, for instance if you are running out of time, these are guiding questions for the session to encourage discussion and to get the girls thinking about specific themes or topics.



DO: These are activities the facilitator will lead with the girls. Follow the instructions, as they will keep you organized. Activities may involve having the girls get up and move around, drawing a picture, acting, or sharing in a small group. Have fun with these activities!



EXPLAIN: Some activities will require you to explain in more detail a certain idea or piece of information.



READ: Some scenarios/stories will need to be read out to the girls. You will see this icon when you have to read parts of the curriculum to the girls.



GIRL CHAT: This is a time for the girls to discuss amongst themselves. Read each question one at a time to the group. After each question, allow the girls enough time to talk about it. Encourage all of the girls to participate. Remind girls that there is no right or wrong answer for these discussion questions. Girl Chat questions are designed to help the girls process and understand the information they learned in the activity. It will also help build confidence in speaking to a group. They are able to share their thoughts, feelings and experiences with each other and with you.



FACILITATOR TIP: Ideas for facilitators to help guide them or focus their attention on a specific issue or technique.



KEY LEARNING: Main learning points for girls to take away with them.

RESOURCE: At the end of some learning sessions, you will find a resource sheet, to help the facilitator to prepare for the session. This information should not be read out or distributed to the girls, but rather provide the facilitator with additional information on specific topics they are going to cover with the girls. Some resource sheets are applicable to both age groups; this is referenced within the learning sessions.



TRUST BUILDING



OUR GIRL GROUP

OBJECTIVE: To get to know each other, set the group agreements

MATERIALS: Flip chart paper/markers, coloured paper and coloured pens, change tool

FACILITATOR NOTE: As the first session, it's important to make the girls feel very comfortable and keep their energy levels up as there is a lot of information.

Name Game (10 minutes)

- 1 Girls make a circle.
 - 2 One girl starts by saying her name.
 - 3 The next girl repeats the name of the first girl and then says her own name.
 - 4 The next girl repeats the names of the first two girls and then says her own name.
 - 5 Keep going around the circle until the last girl has to repeat the names of all the girls and say her own name.
-

Explanation of Activities (15 minutes)



SAY: Today is the first day of the 'Girls Curriculum' group. This is a safe and fun learning place where you can learn new skills and information. The skills and information that you will gain in this group, together with the friends that you will make, should help you to lead a happy and healthy life. You will feel good about yourself and feel able to protect yourselves from harm.



EXPLAIN:

- Those who are interested should attend as many of the sessions as possible to complete the course and get a certificate.
- Check that the time and day is suitable for girls.
- At the end of the course, girls will organise a project.



DO: Allow time for the group to ask questions.



EXPLAIN: There will be fun activities, learning sessions and relaxation. In each meeting, something new will be discussed. Girls are free to ask questions, talk, share ideas and have fun.



ASK: Do you have any questions about the information I shared with you?

Who Are You? (15 minutes)

DO:



- Give girls the change tool and some coloured pens.
 - Refer to the guidance note for the change tool.
-

Group Agreements: (15 minutes)



EXPLAIN: Girls will now create group agreements that will last for the rest of the meetings.



FACILITATOR TIP: Group agreements are “guidelines” that will be created by the girls. The aim of this is to establish a sense of safety and respect.



DO: Ask the girls to think of some group agreements. Below is a list of examples you may also want to propose to the group.

- Have fun and be creative.
- There is never a wrong or silly question.
- Keep the discussions from the sessions in the group and not to tell people outside the group.
- Be respectful and a good listener.
- If girls want to talk about personal experiences related to safety they can do it in private with the facilitator outside of the session in a private space.



DO: Write the agreements on a flip chart paper and for each agreement, the girls can clap if they agree. Put the agreements up in the room for the girls to see during the course.

FACILITATOR TIP: It is good to return to these agreements throughout the curriculum if you are facing issues with girls’ behaviour.

OUR GIRL GROUP PART TWO

OBJECTIVE: Get to know each other and the curriculum

MATERIALS: Flip chart paper/markers, paper and colored pens,



REVIEW OF PREVIOUS SESSION

Act How You Feel Today (10 minutes)

- 1 Ask the girls to stand in a circle.
 - 2 Each girl will take a turn to act out how they are feeling today.
 - 3 For example, if they are feeling tired, they can do a big yawn.
 - 4 If they are excited, they can jump up and down.
 - 5 If they are happy they can laugh.
 - 6 The only rule is that they cannot use words to say how they feel.
 - 7 The facilitator can start off first so that the girls can see how the game works.
-

Choosing Our Topics: (25 minutes)



FACILITATOR TIP: As the facilitator, you know how long you are able to implement the curriculum for. Will it be a course for 1 year, 6 months or is it only a few months or weeks? Based on the amount of time you have girls available for, you should discuss which topics to implement.



SAY: It's important that we decide together which sessions are important to talk about during the course. I have a list of topics that I would like to talk about with you. Let's see what you think about the suggestions and if any changes should be made.



DO: Draw pictures that describe what each module is (making friendships (trust building), life skills, reproductive health, safety. financial education and leadership) and put this on a wall (each picture on a different wall). Explain what each picture means and the topics included in each module.

Give the girls some post it notes/paper.

You can ask them to put a smiley face for a topic that they really want to learn about.

They can put a neutral face for topics they are not really interested but it could be important to know about it.

A sad face for topics that are not interesting or useful.



DO: Once the girls have finished, summarise what they decided. If there are topics that girls haven't chosen, ask them why they are not interested and whether they would like to come back and decide about these later in the course.

Pick the Orange (5 minutes)

Stretching exercise

- 1 Ask the girls to imagine a big orange tree.
 - 2 First they will stretch with one hand all the way up to pick an orange and put it in their basket and then with the other hand. Each time putting the orange in their basket.
 - 3 Then they will reach all the way back and pick an orange from behind them.
 - 4 Then from the left. Then from the right.
-

I AM, I HAVE, I CAN¹⁸

OBJECTIVE: Girls will understand their strengths and goals

MATERIALS: Flip chart paper/markers, colored paper and colored pens



REVIEW OF PREVIOUS SESSION

I Am, I Have, I Can (30 minutes)



SAY: We are going to do an activity where we will look at what we are good at and what we can do.



DO:

- Give girls a piece of paper and markers.
- Draw a large circle on a piece of flip chart paper.



SAY: In a minute I am going to ask you to draw a big circle like this on your paper. The large circle is you, and who you are.



DO: Write 'I AM'... inside the circle.



SAY: All of us can finish this sentence in many ways. What are some ways to finish this sentence?
(Ask the girls to volunteer their answers).



DO: Write 'I HAVE'... to the left or right side of the circle.



SAY: All of us have people and things that can help us. I have written this next to the circle because this is what we have right now. What are some ways to finish this sentence?
(Girls should volunteer their answers).



DO: Write 'I CAN'... above the circle, toward the top.



SAY: All of us have things that we are able to do, not just in the future but right now. I have written this at the top because what we can do is known as our hopes and our potential. What are some ways to finish this sentence?



SAY: Now try to think of three things about who you are, what you have, and what you can do. When you are ready, draw/write your ideas inside, around and above your circle.

¹⁸ Adapted from The Adolescent Kit for Expression and Innovation: Programme Coordinator's Guide and Tools UNICEF

**DO:**

Give girls at least 20 minutes (or as long as they want), to work on their drawings.

After the girls have completed their drawings, put them up on the walls and ask girls to walk around to look at them.



EXPLAIN: Your drawings show your strengths. When we look at each drawing we see the strengths of each person in our group. When we look at them together, we see the strengths of our whole group.

**GIRL CHAT:**

- Who are we? Ask the adolescents to give some examples of who they are, and who is in in their circle.
- What do we have? Ask the adolescents to give some examples.
- What can we do? Ask the adolescents to give some examples.

**KEY POINTS:**

Remember that strengths are just like muscles. We need to keep exercising them to keep them strong. As we work together as a circle, let's focus on recognizing our strengths and exercising them to make them stronger.

SPEAKING WITHOUT WORDS

OBJECTIVE: To understand different ways of communication and help build trust amongst girls

MATERIALS: Flip chart paper/markers



REVIEW OF PREVIOUS SESSION

Speaking Without Words (15 minutes)



ASK: Can we speak to each other without using words? How do we do it? (e.g., smiling, talking, laughing, waving, talking with hands, writing, singing, etc.)



EXPLAIN: A lot of our communication (how we speak to each other), we do without using words and this can express many different feelings and emotions.



ASK: How can understanding the ways we speak to each other affect our relationships with people?



SAY: When you understand the different ways we speak to each-other, you will be able to see when someone is feeling sad or happy.
Let's try!



EXPLAIN:

- The girls will make a line from the shortest to the tallest girl;
- They will do this without using words. They can use other ways to communicate this; eye contact, hand movements etc.
- From the moment you say 'start' the room should be silent.



ASK: Was it difficult to do this without talking?
What did this activity make you realise?

House, Tree, Sun (15 Minutes)



DO:

- Split the girls into pairs and give each pair a marker and a flip chart paper.
 - Tell the girls that they must stay silent.
 - Each pair sits facing each other, with the paper in the middle.
 - Both girls hold the marker together and together draw a house, a tree and a sun
 - When they have finished, they should show their drawing to the group.
-

**ASK:**

- Did you find this activity difficult or easy?
- How did you manage to do this without speaking?

What Is My Mood? (10 minutes)**DO:** Tell the girls to stand in a circle.**SAY:** We are going to do an activity where I will shout out a number of different feelings and you will try to show these feelings, but without talking.

- Happy
- Sleepy
- Angry
- Excited
- Surprised

**ASK:** Was it easy to see the different feelings the group was expressing only by looking at their face and body expressions?**KEY POINT:** Working together, whether in this activity or in our daily lives involves communicating without words. Sometimes we forget about the power of this type of communication, but through this activity, you were able to see the importance of it.**SAY:** Understanding the way people communicate without words will help you to understand when it's a good time to approach people about certain things, for example, if you see your sister or brother is tired, it might not be a good time to ask them to help you with something etc.

Making and Keeping Friends

OBJECTIVE: Identifying positive qualities girls should look for in a friend, to learn how to communicate when facing a problem with a friend

Materials: flip chart paper, markers, coloured pens, blind fold, Amira and Yasmin Story board



REVIEW OF PREVIOUS SESSION (5 minutes)

ACTIVITY 1: TRUST (15 minutes)



SAY:

- We will play a game which is built on trust and the one who is blindfolded will have to trust their guide to get them from one side of the room to the other (there should be a start and an end point).



DO:

- Play a game where we need one volunteer to be the guide and one volunteer to be blindfolded.
- The rest of the girls will act as obstacles
- On opposite ends of the room, the guide will try and direct the blindfolded girl from one side of the room to the other (verbally)
- Do this activity 2-3 times with different girls volunteering.



ASK:

- (To the blindfolded girl) How did you feel about having to trust someone to guide you across the room?
- (Ask the guide) how did you feel about being responsible for the girl getting from one side of the room to the other?



Girl Chat:

- How do you know which friends you can trust?
-

FOR YOUNGER ADOLESCENTS:

ACTIVITY 2: MY FRIENDS (25 MINUTES)



SAY: Today we are going to talk about friendship and the things we like about our friends.



ASK: How do you choose your friends?



SAY: Let's look at the things you look for in a friend that you can trust.



DO: Give each girl a piece of paper and some coloured pens.



SAY: I want you to draw a picture of you and your best friend. I want you to think about why you like this person? Think about how they treat you and the time you spend together.



DO: When they have finished, ask the girls if any would like to volunteer to share their drawings and the reasons why they like this person.

FOR OLDER ADOLESCENTS:

ACTIVITY 2: QUALITIES OF YOUR IDEAL FRIEND (25 minutes)



SAY: We have spoken about trust and what it means to you. Now we will look at the qualities you look for in a friend that you can trust.



DO: Split the girls into groups of four. And give them a flip chart paper per group and some coloured pens and markers.



SAY:

- As a group, I want you to think about the things (qualities) you think are important to have in a friend and I want you to write these down or draw pictures to show this.
- You will then present this back to the wider group.



DO: Pick out the key things that are identified by the group and write them on a flip chart paper. And once all of the girls have finished presenting, read back the similar things they have mentioned as a group that they look for in a friend.



Girl Chat:

Do you think you have friends like this?

Do you think you are this type of friend to someone else?

ACTIVITY 3: TALKING TO MY FRIENDS (40 minutes)



SAY:

- Sometimes we can have problems with our friends. Our friends can hurt our feelings and we all have different ways of dealing with this. It can be very hard to share our hurt feelings in a good way.
-

**ASK:**

- How many of you have had your feelings hurt before by a friend?
- What are some of the things you can do to let your friends know that they have hurt your feelings? (Write their suggestions on the flip chart)

**SAY:**

There are a few tricks you can use to share your feelings well, both to your friends and to others e.g. family members as:

- Use sentences that show how you feel or what you think, instead of using sentences that are blaming the other person. These sentences are about our own experience and feelings. Which means you might say, “I feel sad because you told my secret to someone” instead of saying “you are a bad friend for telling my secret”.
- Make sure to speak slowly and calmly so the other person can understand what you are saying.
- Be friendly



DO: Tell girls that you will read a story about two friends:

Amira & Yasmin Story

Amira & Yasmin are good friends. Amira recently heard that Yasmin told other girls in their community one of Amira’s secrets. Amira trusted Yasmin to keep her secret and was very upset that Yasmin broke this trust and told other people. Now Amira is worried that people will gossip and will tell lies about her and this will reach her family.

**SAY:**

- Now working in pairs, take turns pretending to be Amira. Express to Yasmin why you are upset. Think about the tips discussed earlier.

**DO:**

- Split the girls into pairs
- Go around the room to listen to the pairs practice
- Make sure they are using techniques from the tips and provide support to them where needed.
- Ask a few pairs to volunteer to share their dialogue with the wider group.

**Girl Chat:**

- Why was it important for Amira to tell Yasmin how she feels instead of telling Yasmin what she did wrong?

-
- Can you share a time when you did not use a statement expressing how you feel to a friend but instead just told them what they did badly? What was the outcome?
-

DISCOVERING OURSELVES:

OBJECTIVE: To learn more about each other and ourselves. Build trust.

Materials: paper, pens, string



REVIEW OF PREVIOUS SESSION

Thinkers, Feelers, Doers: (30 Minutes)¹⁹



SAY: To get started, we will answer 4 questions. Each question has 3 possible answers. There are no correct or incorrect answers. Just choose one that best describes you. You may only choose one answer per question. Now read or listen to the question and the answers. When you have made your decision, write the number of a piece of paper.



DO: distribute pens and papers to the girls.

1. It is a quiet day and you have some free time. Would you...	2. You are waiting for a bus that only comes once a day. The driver drives past you without stopping. Would you...
<ol style="list-style-type: none"> 1. Play a sport or go for a walk outside or do some exercise 2. Do a puzzle or game that makes you think 3. Find a friend and have a chat 	<ol style="list-style-type: none"> 1. Run after the bus, hoping to get on 2. Think of another way to get to the place you want to go to 3. Get upset that the driver did not see you
3. A class mate says something mean to you. Would you ...	4. You find a very sick person on the side of the road. Would you...
<ol style="list-style-type: none"> 1. Run and tell someone 2. Imagine ways to teach this person a lesson 3. Feel hurt and maybe cry 	<ol style="list-style-type: none"> 1. Try to alert a passing person or vehicle to help 2. Look at the person to see what's wrong 3. Comfort the person



SAY: Everyday, no matter what is going on in your life, you think about things, you have feelings and you take action. Everyone thinks, feels and does. But for each of you, one of these three is usually more natural than the others.

¹⁹ Taken from Financial Education Workbook for Girls: Population Council

Let's think about how much each person, with their individual personality and way of thinking can make a unique contribution to the group. Think about your answers, did you answer mostly 1, 2, or 3?

Don't worry if you answered two 2s and two 3s for example, you can listen to the description and decide which one suits you best.

Mostly 1s:

You are a DOER. When you have a problem, you like to take action. Your friends and your family know that when you say you will do something, they can count on you. In this group, you can help everyone to follow up the thinking and feeling with action.

Mostly 2s:

You are a THINKER. When you have a problem, you like to use your mind to find the solution. Your friends ask your advice to help them make decisions. In this group, when there are problems to solve, you can help everyone think about all the choices and solutions.

Mostly 3s:

You are a FEELER. You often react through your emotions. When you have a problem, you think about how different solutions will make people feel. You can help everyone in the group pay attention to how they treat each other.

Web of Strength 30 minutes:



DO: Ask the girls to find a space in the room where they feel comfortable (standing or sitting). Give one girl the ball of string/yarn.



Explain: The girl will hold on to the string and pass the ball to another girl. As she passes the ball, she will tell the girl a quality/characteristic that she admires in her, or would like to learn from her.

If the girls are confused, the facilitator can start and give clarification; e.g. I like that you are always smiling or I like that you ask many questions etc. The girls should continue this until everyone is connected through the string.



Explain: This web you have created is your web of strength. It represents the great qualities you have and the support you can give to each other throughout the following sessions.



GIRL CHAT:

What did you learn about yourselves today?

What did you learn about others?



LIFE SKILLS



PEER PRESSURE

OBJECTIVES: Understand common pressures girls face, identify strategies to deal with these pressures

MATERIALS: Flip chart paper, markers



REVIEW OF PREVIOUS SESSION

What is Peer Pressure? (25 Minutes)



ASK: What do we call it when we feel pressure from our friends or classmates to act or behave in a certain way? (Peer pressure).



ASK: What can some of these pressures be? (What to wear, how to behave, etc.).



ASK: How can girls manage or avoid peer pressure? (Saying no, find people who have similar interests to you and try not to judge others).

Role Play (1 hour)



SAY: Let's look at some of the pressures we just discussed. Let's develop a role play around these pressures and find solutions for how we can deal with these pressures.



DO: Split the girls into small groups and ask them to develop a role play around peer pressure (using examples they mentioned in the first activity).

Give them 5 minutes to prepare the role play and ask them to present back to the group.



DO: After each group of participants finishes presenting a role-play, ask the following questions:

- What can a girl do in a similar situation to the one we saw in the role play? (What are the solutions?)
 - Would the suggested solution work in real life?
 - Is this a common situation in our communities?
-

PROBLEM SOLVING:

OBJECTIVES:

Learn how to solve problems and generate options for solutions

MATERIALS: Tips for conflict resolution cards, coloured pens, coloured paper, paint, paint brushes, flip chart paper/ poster paper, props, orange story comic, problem solving comics



REVIEW OF PREVIOUS SESSION

**SAY:**

Everyone has worries and problems in their lives. Some are big problems and some are smaller ones. We can learn to solve problems or conflicts as much as possible and to live positively with conflicts that we cannot solve.

We learn and feel strong by looking at how we have solved problems in our lives before. We can use the same ways again for other problems. We can also imagine new ways to solve problems and put them into action. We can understand our problems better by looking at why they happen. We can then think of ways to avoid them.

FOR YOUNGER ADOLESCENTS

ACTIVITY 1: THE ORANGE STORY (35 minutes)

**DO:**

- Read a short story to the group (or ask a girl to volunteer).

The Orange Story

Two sisters, Samira and Madiha were arguing over an orange. "Give it to me, I want this orange, it's mine!" shouted Samira. "And I want this orange too, I need it right now," cried Madiha. The mother came in and listened to what each girl was saying. Both wanted the same thing. The mother took a knife and cut the orange in two halves. She gave each sister one half. Samira peeled her half, threw away the skin, and ate the inside. Madiha also peeled her half of the orange, but threw away the inside, and put the skin aside to dry. She wanted to make something from the orange peel.

**ASK:**

- What did Samira ask for?
- What did Madiha ask for?

-
- What did Samira really want?
 - What did Madiha really want?



DO:

Separate the girls into small groups. Ask them to think of the types of problems that they think girls their age face and to present this back to the group.



Facilitator Tip: Girls may bring up some sensitive or serious problems that they are facing, it's important not to ignore what they are saying, but to follow the guidance in sensitive topics on page 24 Take the situation from specific to general and if the problem is not too sensitive, you can ask girls to suggest solutions to the problem.



Girl Chat:

- How do girls deal with some of these problems?
-

FOR OLDER ADOLESCENTS

ACTIVITY 1: TYPES OF PROBLEMS (35 minutes)



DO:

- Separate the girls into small groups. Ask them to brainstorm the type of problems that girls their age face. And ask them to present back to the group.
- Capture the themes across the groups and write down the key problems on the flip chart.



Girl Chat:

- How do girls deal with some of these problems?

Problem Solving Techniques:



DO:

List the tips the girls come up with on the flip chart board. You can add:

1. Identify the problem
 2. Focus on the problem, not the person
 3. Attack the problem, not the person
 4. Listen with an open mind
 5. Treat the other person's feelings with respect
 6. Take responsibilities for your own actions
-



Facilitator Tip: Take one example mentioned previously by the girls and give the tips above and link it to the example so that the girls are able to relate to the tips more practically.

ACTIVITY 2: COMIC STRIPS²⁰ (45 minutes)



DO: Divide participants into five groups. Give each group a scenario, ask them to complete the story in the comic strip (with drawings/writing or both) and then to present back to the group:



SAY: You will all be given one scenario. In your group, finish the comic strip with the solution to the problem. Think about the steps we discussed.

Comic strip scenarios:

Ghida is upset because her mother told her she was not allowed to go to the community centre with her friends on Thursday, even though she promised her before that it was ok. What can Ghida do?

Rania has a big exam at school on Wednesday. On Tuesday afternoon, she realizes that she is not well prepared for the exam and is worried. Her older sister Amal has asked for help to do the household chores, but Rania wants to study. What should Rania do?

Rasha noticed that her friend, Hala is spending time with a boy, and she is keeping it a secret from everyone. Rasha is worried about the intentions of this boy and is worried about Hala. What should Rasha do?

Rahat's situation at home is very difficult. She is not allowed to leave the house because her parents feel it's not safe. She is also not allowed to go to school. Every time Rahat tries to talk to her parents, they do not listen to her. They tell her she is too young to know what is good for her. What should Rahat do?

Sofia's parents want her to get engaged to someone and she does not want to. She is not ready to make such a big decision at her age – she is 15. What should Sofia do?

Tips for Dealing with Disagreements:

- **Respond, don't react.** If you keep your emotions under control you have a better chance of hearing what the other person is trying to say.
 - **Listen carefully without interrupting.** Ask questions and wait for and listen to answers.
-

²⁰ Activity and Images taken from IRC Lebanon, My Safety, My Wellbeing Curriculum for Adolescent Girls

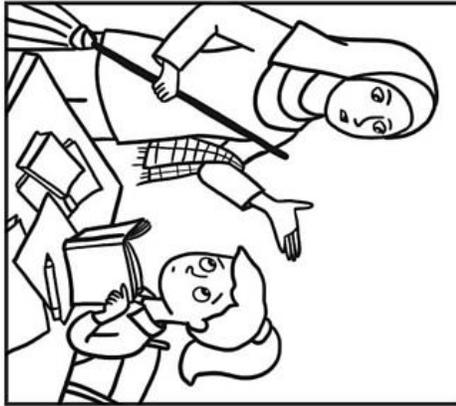
-
- **Acknowledge the other person's thoughts and feelings.** You do not have to agree with the other person to acknowledge his or her feelings.
 - **Give respect to get respect.** Treat people the way you would like to be treated if you were in the same situation.
 - Communicate clearly and respectfully so your viewpoint can be understood.
 - **Look forward, not backward.** Live in the present, plan the future, do not dwell on the past.
 - **Stay focused on the topic at hand.** Don't expand an argument. If there are a number of issues, deal with them, one at a time.
 - **Conflicts don't have to end with a winner and a loser.** Try to find a solution that is acceptable to both parties.



ASK:

- What do you think about the tips for dealing with disagreements?
 - What are the most useful ones?
 - What are the least useful ones?
-

Comic Strips Resource²¹:



رائيا لديها امتحان مهمّ نهار الأربعاء في المدرسة.
إكتشفت نهار الثلاثاء بعد الظهر بأنها غير حاضرة
للإمتحان وتشنعر بالقلق من عدم تمكّنها من
اجتيازها. وطلبت منها أختها الكبرى أن تساعدنها في
الاصصال المنزلية لكن رائيا تريد أن تدرس.
ماذا يتوجب على رائيا أن تفعل؟

.....

.....

.....

.....

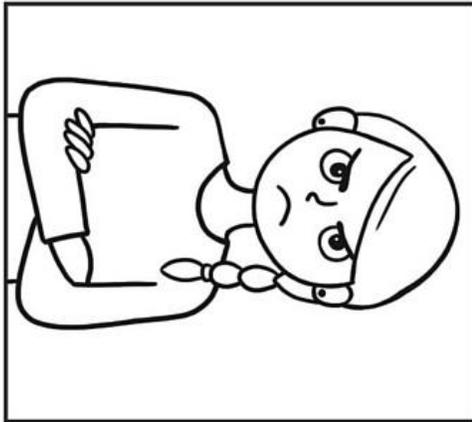


.....

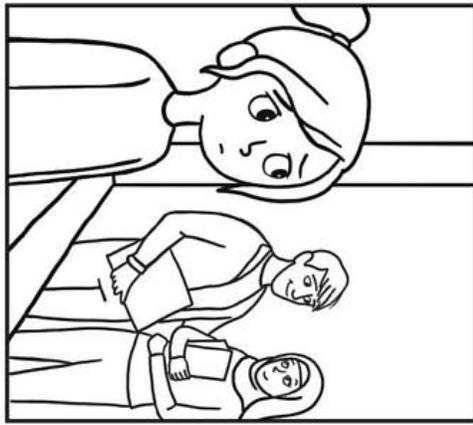
.....

.....

.....



غيدا غاضبة لأن أمها منعتها من الذهاب إلى
المركز مع صديقاتها يوم الخميس، مع أنها لم
تفزع في وقت سابق. وكانت غيدا قد اتفقت
على مشروع مع صديقاتها، فماذا يتوجب على
غيدا أن تفعل؟



.....

.....

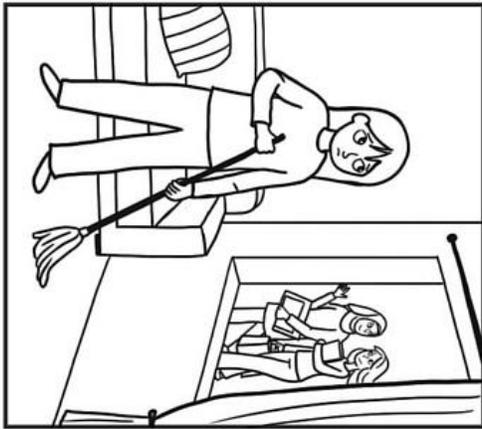
.....

.....

.....

.....

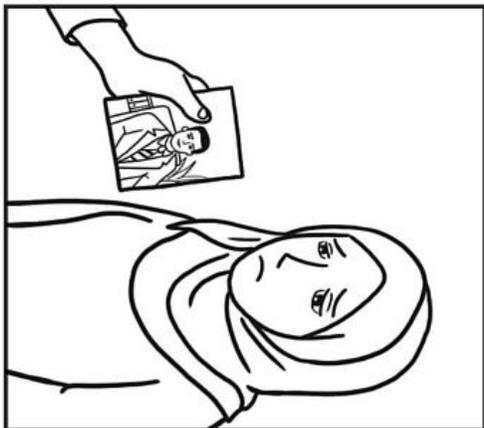
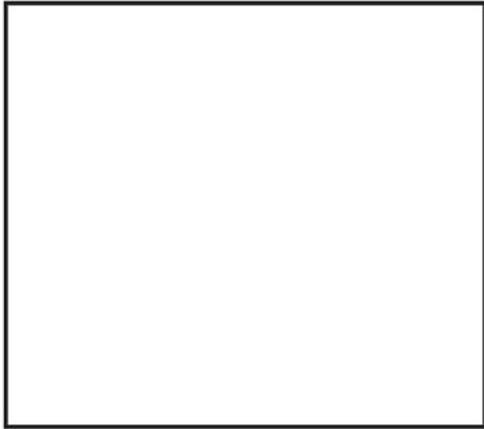
لاحظت رشا بأن صديقتها «هلا» تمضي وقتاً مع شابي وهي تخفي الأمر عن الجميع. تشعر رشا بالقلق من نوايا هذا الشاب وهي خائفة من أن تتركب هلا أي هفوة أو غلطة. ماذا يتوجب على رشا أن تفعل؟



تفاني رهارة من وضع صعب في البيت، إذ يتخطى عليها الخروج لأن أهلها يظنّون بأنه قد يمر استقلالها لا يسمعون لها بالأهباب إلى المدرسة ويفرضون عليها القيام بالأعمال المنزلية، وكما حاولت رهارة مناقشة الوضع مع أهلها لا يستمعون لها، ويقولون لها بأنها ما زالت صغيرة لتفكر ما هو جيد لها، وإنه يتوجب عليها أن تفعل ما يطلب منها. تشعر رهارة بالحزن الشديد وتتمنى أن تتمكن من جعل أهلها يفهمون مساعرها، ماذا يتوجب على رهارة أن تفعل؟

.....
.....
.....
.....

.....
.....
.....
.....



يريد أهل صوفيا أن ترتبط بشخص لا تحبه. وهي لا تريد أن تتزوج الآن خصوصاً وأنها تشعر بأنها غير حاضرة لاتخاذ خطوة كبيرة كهذه في سنّها هذا، فهي في الخامسة عشر. ماذا يتوجب على صوفيا أن تفعل؟

.....

.....

.....

.....

.....

.....

.....

.....

RELATIONSHIPS WITH PARENTS:

OBJECTIVES: To understand how to communicate better with parents and other adults, learn how to handle disagreements and develop convincing skills to be able to use when communicating with parents

Materials: Flip chart paper, markers, coloured pens, stickers, hat, scenario cards, pens, A3 coloured paper,



REVIEW OF PREVIOUS SESSION

ACTIVITY 1: WHAT ARE THE ISSUES: (20 minutes)



SAY: When girls are growing up and going through many changes, this can affect the relationship they have with their parents. Facing new and difficult situations can also put pressure on these relationships.



DO: Split the girls into small groups and ask them to think about the following questions (they can put their answers down on a piece of flip chart paper).

1. What are the key issues girls face with their parents?
2. What do you think are the key issues that parents face with their daughters?



DO: Ask the girls to present their answers back to the wider group and write down notes of the key themes that arise from the groups.



SAY: Sometimes the disagreements girls have with their parents may not be their fault. Living in this specific situation, parents are under a lot of pressure and stress which may affect the way they treat their children. Let's look at some of the things that we can do to help improve this relationship.

ACTIVITY 2: HOW TO TALK TO PARENTS (35 minutes)



SAY: There are specific skills that you can use to improve the way you talk to your parents/caregivers. These are called the 'convincing' skills:



ASK: What are some of the ways you already use to communicate with your parents?



DO: Write their ideas on the flip chart and include the following:

- **Be prepared:** Know what you are asking for and think through the consequences of your request.
-

-
- **Pick the right time:** When the situation at home is relaxed, check their body language to see that they are ready to talk.
 - **Be calm:** Present your topic calmly and with facts.
 - **Listen to what your parents or guardians have to say:** Consider their point of view and whether they might be right.
 - **Use 'I' Statements** that we learnt in the 'Making and Keeping Friends' session (ask the girls to practice some 'I' statements)



DO: Ask if the girls have any questions about this and discuss/clarify. Use an example from the first activity and go through the tips using this example. This will help girls to understand the tips in a practical way.

FOR YOUNGER ADOLESCENTS: (40 MINUTES)

ACTIVITY 3: HOW TO HANDLE DISAGREEMENTS:



SAY: Imagine that there is a girl coming to the girl friendly space who is having some disagreements with her parents.

- You are going to create a poster for girls like her, so she can see some tips and ideas on how to talk to her parents. The poster should include advice on what she can do to solve some of the disagreements.
- What would you like to tell her?
- What advice do you want to give her?



DO:

- Split the girls into small groups and give them A3 coloured paper and coloured pens/markers, stickers.
- They can write some tips and/or express this through drawings, tell them to be creative with their poster.
- Once they have finished ask them to come and present these back to the group.



SAY: Using convincing skills can help girls communicate with adults so that they can better understand their opinion. This can sometimes lead to results that both the girl and the adult are satisfied with, but sometimes they don't. It depends on the situation and also on how open their parents are to negotiation.



GIRL CHAT: If convincing skills do not work with a girl's parents, what other options does she have?

FOR OLDER ADOLESCENTS

ACTIVITY 3: HOW TO HANDLE DISAGREEMENTS (40 minutes)

ASK:



- How do girls your age usually communicate with their parents/caregivers?
- Do the ways girls communicate with their parents/caregivers change over time, (now compared to when they were younger)?

DO: Give the groups one scenario each and ask them, in their group, to develop a role-play based on their scenario (if girls cannot read, go to each group and read the scenario to them).



DO: After each role play, ask the group some of the questions below:

- What can be done to solve this situation?
- What can the girl do to help the adult understand her?
- What could the girl and the adult do to understand each other better?



Scenario 1: Child Marriage – Samira is 13 years old. She left school last year and now her parents want her to get married. Samira doesn't want to get married and wants to wait until she is older. She wants to attend a language course. How can Samira discuss this with her parents?

Scenario 2: School – Rasha is 12 years old and was going to school in where she lived before. Since moving, her parents don't allow her to go to school because the school is mixed with boys. They are also really worried about her safety to and from school. Rasha would really like to continue with her studies. How can Rasha discuss this with her parents?

Scenario 3: Isolation – Sana is 11 years old and doesn't have many friends. She would like to make new friends and attend the community centre but her parents won't let her as they think that the centre is too childish and she should be spending her time doing more important things. She wishes she had more free time to go to the community centre. What can Sana do in this situation?

SAY: We learnt and practiced convincing skills that girls can use with their parents. It's important to learn good communication techniques that girls can try  with their parents and others who make decisions on behalf of girls.



ASK: Sometimes, on some very serious issues like the ones we discussed in the first and second scenario, girls might find that parents are not willing to negotiate. In these situations, what could a girl do and who could she turn to for advice.



DO: Make sure that they mention the safe space. Give them information on case management services available and give them the leaflet with information on what case management is. If you are not a GBV agency, explain to them that girls can still approach staff at the space who can do a referral to the relevant agency.

THE CHOICES THAT WE MAKE (DECISION MAKING):

OBJECTIVE: To understand how to make good decisions and how to influence decisions girls don't have control over.

MATERIALS: Flip Chart and markers, ball, decision making poster



REVIEW OF PREVIOUS SESSION

Smart Choices (20 minutes)



SAY:

- Girls have to make many choices (decisions) every day. But sometimes it can be difficult to make some choices/decisions.
 - I like to think of all of my options first.
 - I sometimes ask people I trust for advice.



DO: Ask the girls to stand in a circle. Ask the following question and throw the ball around the circle until each girl has answered.



ASK: What are some of the decisions that girls have to make every day. (e.g. what clothes to wear, whether to go to activities, what food to eat).



DO: When the girls have finished do the same thing with the following question:



ASK: What are some of the decisions that parents, decision makers or older brothers or sisters might make for girls?



GIRL CHAT: How could this make girls feel?



SAY: Sometimes, girls might not have control over the decisions taken for them. For many important things in girls' lives, parents, brothers, and other family members may make decisions for them. Although, girls may not always be successful, they can try to talk to their parents/family about some of these decisions that are being taken for them.

Decision Making Graph: (25 minutes)



DO: Show the girls the diagram of the Decision Making Graph (see below).
Ask the girls to choose an example from the first activity about decisions made by parents/decision makers.
Use this example and explain to girls how to use the Decision Making Graph based on this example.
Use the information we learnt in 'Making and Keeping Friends' and 'Talking to our Parents' sessions to explain the graph.



KEY POINTS:

We all make decisions, sometimes these can be the right decision for us or sometimes we can get it wrong. Although there is no way to always know if we are making the right or wrong decision for us, we can at least think about how to make smart decisions.

There are a number of steps to making a smart decision. These include:

- 1 List my options.
- 2 Ask others for advice.
- 3 Think about the "Pro's and Con's"

Write these steps on the flip chart.



Explain to girls that 'Pro means good things and 'Con' means bad things. You can explain Step 3 by saying: 'Imagine what might happen if I made each decision. What bad things? What good things?'

DECISION MAKING GRAPH



Are our decision makers ready to talk
(think about their body language)

IF YES

How can you start
the discussion?
Have you
prepared what
you will say?

YES!

IF NO

1. Wait for a better time to discuss the situation
2. Think about who else you can turn to

NO?

- Think about new options/perspectives
- When is the right time?
- Is there someone else you can turn to for advice?
- Is there someone else who can negotiate with your parents on your behalf?

Communicating in Difficult Situations:

Objective: Practice communication techniques to help enhance strategies and techniques for dealing with difficult situations.

Materials: flip chart, markers



REVIEW OF PREVIOUS SESSION

Push and Pull Skills²² (40 Minutes)



SAY: Learning to communicate and negotiate with others is an important skill that we all need to have. There are many different things we can do to express ourselves. And one of the most effective ways is expressing ourselves through words. When we want to express ourselves to others, we call the skills that we use 'push' skills. There are also skills that let people talk, these are called 'pull' skills.



DO: Split the girls into pairs and read the following scenario to the girls. One girl will play the role of Leila and the other girl will play Rima.



READ: Leila and Rima are good friends but recently they had an argument. Leila borrowed Rima's dress for a party that she was attending. It was Rima's favourite dress and she told Leila to be careful with the dress. When Leila returned the dress, there was a big stain on the front. Rima was furious! Rima wants Leila to get the dress cleaned or get her a new one if the stain doesn't come out. How can Rima communicate this message to Leila?



DO: Give the girls 10 minutes to prepare for the role of Rima and Leila and what they would do and say in this situation. Ask two or three pairs to volunteer to show the rest of the group what they practiced.

Once they have finished, give the girls the following information:

Push Skills

- **Magic words:** use positive and good words
- **Filter words:** get rid of mean and horrible words
- **Purpose statement:** show your reasons and the meaning of your request. E.g. 'I am requesting this... because... or the reason why I am doing this is because
- **I message:** express your frustration with others behaviour in a clear, non-blaming way. Use sentences beginning with 'I' instead of 'you', express

²² Adapted from Peer Education on Youth Sexual and Reproductive Health in Humanitarian Settings: Training of Trainers Manual UNFPA.

how you feel because of what happened e.g. 'I felt offended when you ... because...'

- **Facts instead of opinion:** use facts in your arguments, don't talk generally e.g. instead of saying 'you always don't listen to me' say 'yesterday when I was talking to you, you ignored what I was saying'.



DO: Now ask them to go back into their pairs and ask them to each take turns being Rima. Ask them to practice the 'push techniques they just learnt. Ask a few groups to volunteer what they practiced.

Once they have finished, give the girls the following information:

Pull Skills

- **Body language:** show that you are listening to a person, eye contact, nodding, smiling, focused on them and not distracted
- **Paraphrasing:** listen to what the other person says and then say it back to them in your own words to make sure you understood the person correctly to make sure there is no misunderstanding.
- **Probing questions:** use open questions (that don't lead to the answer being yes or no), this will give you more details and information.
- **Agreement statements:** acknowledge where you agree in the middle of a disagreement statement e.g. 'I agree with you that...'
- **Alternatives:** Ask the person what he/she suggests as other options to solve the issue



DO: Now ask them to go back into their pairs and ask them to each take turns being Leila. Ask them to practice the 'push techniques they just learnt. Ask a few groups to volunteer what they practiced.



DO: Once they have finished, ask them to go back into their pairs one last time to practice being Rima and Leila and have a conversation using the push and pull skills. Ask a few to show the group what they practiced.



Girl Chat: How was the first practice you did (without the skills) and the last practice you did, the same or different?
How can these skills be useful to us in our everyday life?

Ask Line/No Line²³ (30 Minutes)



DO: ask the girls to make two lines, facing each other, they will be paired with the person opposite them. One group will be the 'ask' line and the other group, the 'no' line.



SAY to the 'asking line': you are the asking line. Imagine your partner in the 'no line' is someone who make decisions for you on a regular basis, older siblings, parents, teachers etc. You can ask for anything, from pocket money, less homework, going out with your friends, money for a copy book etc.



SAY to the 'no line': You are the 'no line' and it is your job to say no to the request your partner in the 'ask line' makes.



DO: ask them to practice this once, to see everyone understands the instructions. (Each pair will take a turn down the line).

After they practice, now tell the 'ask line' that when the person in the 'no line' says no, the person in the 'ask line' must ask their partner a 'what', 'how' or 'why' question, which will force their partner to explain their reasons.

The 'ask line' will then ask their question again with the new information given from the 'no line'.

The person in the 'no line' can then decide if they accept the request of the person in the 'ask line'.

Each pair should practice this down the line. And then switch roles once they have all had a turn.



Girl Chat: What did we learn from this activity?



SAY: This activity helps us to not be afraid when someone says no and teaches us how to be assertive by asking probing questions and re-stating what we asked for. Often assertiveness is hard when you face a challenge or need to ask for something, this activity can help us to feel more comfortable when dealing with this situation.

²³ Adapted from Ji Eun Lee, Smith College Women's Leadership Conference <http://jieunjamie.com/work/>.

UNDERSTANDING OUR FEELINGS (MANAGING EMOTIONS)

OBJECTIVE: To understand that during adolescence, girls will experience many different emotions and learning how to manage this.

MATERIALS: Flip Chart and markers, ball



REVIEW OF PREVIOUS SESSION

This is How I Feel (20 minutes)



EXPLAIN: Anger, sadness, and happiness are all examples of emotions. Emotions are the things that we feel – or our ‘feelings’. Sometimes we can feel angry and annoyed, this is a normal, usually a healthy emotion. But when we aren’t able to manage this emotion it can lead to problems. People could be angry at a person or because of something that happened. Worrying about personal problems or remembering certain things that have happened in our lives can also cause people to feel angry.



DO: Ask the girls to make a circle. Pass the ball around the circle and ask the girls to mention a type of feeling (happiness, sadness, excitement etc.)



ASK:

- Have your parents/decision makers ever told you that you can’t do something you want to do and it made you angry?



SAY:

- When I’m upset, I like to talk about it with someone that I trust. This usually makes me feel better. Other times, I like to get fresh air or listen to music to calm down.



GIRL CHAT:

- What does being angry feel like?
- What are some things that make you angry?

Managing My Anger: (35 minutes)



SAY:

- When people are upset, anger can make them do and say things that are not kind.
- Sometimes people can say something they did not really believe. For example: ‘You are a bad friend’.

-
- People may do things they feel bad about later, or things that get them into trouble because they were influenced by the way they felt.
 - It takes a lot of practice to think clearly about the best ways to manage feelings.



ASK: What are some things girls do to manage their feelings (positive and negative).



DO: Write the key points on a flip chart paper.



FACILITATOR TIP: Focus on the positive things the girls suggest. For those who identify harmful practices



ASK:

Do you think this is helpful for girls?
What could happen if a girl acts in this way?
What are the pros and cons?

YOUNGER ADOLESCENTS

Tips:



SAY: Here are a few positive ways that might help girls manage their anger, if you like the tip, cheer really loudly if not, then don't cheer:

1

Count to 10.

2

Walk away from a discussion or argument with a friend.

3

Play music or sing to calm down.

4

Tell someone why you are upset and angry.

5

Think of a funny story/ joke that will make you laugh.

6

Think of a time when you were really happy or calm, and try to imagine that feeling.

OLDER ADOLESCENT:



SAY: Here are a few things to remember when you are feeling angry:

- Ask yourself if this will matter ten years from now? This will help you see things from a calmer perspective.

- Tell yourself, "it's frustrating, and it's understandable that I'm upset about it, but it's not the end of the world and getting angry is not going to fix anything."

-
- Have you ever done the same thing to someone else, even if by accident. Do you get angry at yourself? Ask yourself if the person did it on purpose. In many cases, you will see that they were just careless.
 - Remind yourself that getting angry is not going to fix anything, and that it won't make you feel better (and may actually make you feel worse).
 - Try counting to ten before saying anything. This may not address the anger directly, but it can minimize the damage you will do while angry. Or try counting to ten with a deep slow breath in between each number. Deep breathing helps people relax.
 - Imagine a relaxing experience. Close your eyes, and travel there in your mind. Make it your anger free place.
 - Non-strenuous physical activities, like walking, can relax your muscles and help you feel much calmer.
 - Give yourself time and space alone. Physically move away from situations that make you angry.

Do you think you can use any of the tips mentioned, if so, which ones?



DO: Split the girls into small groups and based on the tips you gave them, ask them to develop a small role play about a girl who was angry and was practising anger management techniques that they found to be the most useful from the ones mentioned above.



FACILITATOR TIP: Some of the less positive ways of managing anger can be harmful to girls, both emotionally and physically. Encourage girls to disclose negative coping mechanisms to a trusted friend/adult or a caseworker at the safe space. Some of the serious negative coping mechanisms can include self-harm, so it's important for them to talk to someone so that they can receive help on how to manage this.

WHAT WE CAN DO WHEN WE FEEL SAD

OBJECTIVE: Understand the symptoms of stress and learn techniques to manage stress

MATERIALS: Flip chart paper, markers, pens paper, stickers



REVIEW OF PREVIOUS SESSION

Signs of Stress (20 minutes)



SAY: I want to introduce you to a girl called Sheerin, she has been facing a lot of pressure recently. She moved to a new town, started a new school and has many things she needs to do to help her family in the house. Sheerin likes school, but has to catch up on the lessons she missed while she was moving. This pressure from school and at home is making Sheerin feel worried and sometimes she gets headaches or feels her shoulders are heavy.



ASK: What is Sheerin experiencing? (Stress)



EXPLAIN: When we are stressed, we can feel tension or pressure, usually because of challenges we face. Sometimes when people experience change or difficult times, their body can behave in a way that it does not normally behave in. People might feel, think or behave differently to how they normally do.



DO: Split the girls into small groups and ask them to draw Sheerin on a flip chart paper, identifying all the places on her body where she might feel tension or heaviness due to the stress she is facing, apart from the ones that Sheerin already mentioned.

Ask them to present this back to the wider group when they have finished.



ASK:

- How might Sheerin behave, think or feel when she experiences pressure or stress? (Give them stickers for each thing they suggest).
- Why is it important for Sheerin to know the signs stress? (Because if she can see it, she can manage it better).

Signs of stress:

Not able to focus on tasks/
conversations
Forgetting things easily
Crying
Shouting at friends/family
Feeling moody

Difficulty speaking
Fear
Stomach aches
Headaches
Breathing fast

Managing Stress (20 minutes)



DO: Ask girls to go back to their groups.



SAY: What are some of the things we can advise Sheerin to do to help deal with some of the stress she is facing? Are there any tips we can give Sheerin to help her feel better or to help her manage her stress?



DO: When they have finished, ask them to share one idea from each group.



ASK:

- Were there some tips that were suggested that could be harmful to Sheerin?
- If yes, how can we replace these with less harmful techniques?



SAY: There are many different ways to manage stress, and everyone needs to find ways that work best for them.



DO: Go through the following techniques and ask them to rate them by cheering loudly for the ones they like and not so loudly for the ones they don't like.

STRESS MANAGEMENT TECHNIQUES



SAY: Here are some things we can tell Sheerin to try!

Take a Deep Breath: Stress can make us breathe lightly, and this can cause more stress! Try taking a minute to slow down and breathe deeply.

Let's take a few deep breaths now to see how it feels!

Talk about it: Keeping feelings inside can make you even more stressed. Sharing your feelings with someone you trust can help you see your problem in a new way.

Take a 'Minute' Break: Take a moment to close your eyes and imagine a place where you feel relaxed and comfortable. Notice all the details of your chosen place, including nice sounds and smells.

Let's do that now, close your eyes and imagine a place that you love and makes you happy!

Get Physical: Remove the pressure through exercise or physical activity. This can be anything from playing a game with friends to doing some regular physical sport that you like doing.

Let's try now, let's jump up and down and release some pressure!

Laugh: It's important to be able to laugh. Share jokes and funny stories with your friends. Laughter is good for you!

Let's try that now, after three, let's all have a big laugh!

Look for the Good Things around You: It is easy to only see bad things when you are stressed. So try to think about the enjoyable things around you or the people that make you happy.

Let's try that now, look around the room, is there anything or anyone in this room that makes you happy? Let's appreciate it for a second.



GIRL CHAT: Which ideas did you like the most and think Sheerin will find helpful?

POSITIVE THINGS AROUND ME

OBJECTIVES:

To get the girls to focus on the positive things in their life and especially their surroundings that make them happy.

To help them realize that they can find happiness in the things in their surroundings.

MATERIALS: Paints, paper, coloured pens, Lego



REVIEW OF PREVIOUS SESSION

ACTIVITY 1: THINGS THAT MAKE ME HAPPY (1 HOUR)



SAY: Sometimes, we can forget to appreciate the people or things around us that make us happy because we might be feeling sad or uncomfortable at that time. There are many things that can help us to feel happy, such as having friends, family, visiting places, nature etc. Today, we are going to think about the things around us that make us happy and we are going to draw a map of them.



ASK: What are things in your life that make you happy?



DO:

- Split the girls into small groups (if possible, based on how close they live to one another).
- Ask them to discuss all of the things around them that make them happy. This can be people, objects, places surrounding them that make them feel good.
- Ask them to draw a map of their surroundings and on this map, they should mark houses, people, places, services, everything that helps them feel good.
- Give them paints, coloured pens, crayons, even Lego if they want to make a 3D map. Ask them to be as creative as they can.
- They will present these back to the wider group.



ASK: How did it feel to identify the positive things around you?

POSITIVE THINKING²⁴: (30 Minutes)

²⁴ Adapted from Peer Education on youth sexual and reproductive health in humanitarian settings: training of trainers' manual



DO: read the following statements aloud and ask after each statement how they would feel if they were the person hearing the statement (ask a few girls to volunteer their answers):

'I was told by my teacher that I failed my exam'

'You have been rejected from a course you applied for'

'You were not selected to be a volunteer at the community centre'

'You did not do a good job in the activity you we part of'



SAY: How we feel about the statements can indicate if we see things in a positive or negative way.

For example:

'I was told by my teacher that I failed my exam' – someone can feel bad about this or see it as an opportunity to work harder and pass the next time.

'You have been rejected from a course you applied for' - again, someone can feel bad about it or see it as an opportunity to apply for something else that may be more suited to them.

'You were not selected to be a volunteer at the community centre' – this can be sad for some people and they may feel rejected but another way to look at it is to see it as a learning experience, and try again in a different centre, one more suited to the person.

*'You did not do a good job in the activity you w
e part of'* - it can be very hard to hear that a person is not good at something but it can also be a good opportunity to understand our weaknesses. Through understanding our weaknesses, we can improve ourselves.



DO: Split participants into two groups. Group one will discuss the impact and consequences of positive thinking and the other will discuss the impact and consequences of negative thinking. Once they have finished, they can present their ideas to the wider group.



SAY: Positive thinking includes:

Controlling when you feel anxious

Stopping negative thoughts

Looking at different explanations/reasons for a situation

Supporting, encouraging and believing in yourself.



GIRL CHAT: How we can use these ideas in our daily lives?

SELF CONFIDENCE

OBJECTIVES: To understand self-esteem and self-worth. Boost one another's self confidence

MATERIALS: Flip Chart and markers



REVIEW OF PREVIOUS SESSION

Compliment Your Neighbour (15 minutes)



DO:

Make a circle and all hold hands.

Start by gently squeezing your neighbour's hand and saying one nice thing about them.

Your neighbour will do the same to the next person and so on until everyone around the circle has participated.

Once the circle has finished, do the activity again in the reverse order, this time, giving compliments to their neighbour on the other side.



ASK:

How did you feel about the nice things your neighbour said about you?

Where Does Confidence Come from? (20 minutes)



DO: Split the girls into two groups. One group will think about a girl who is confident (feels comfortable and happy with herself) and the other girl will think about a girl who is not confident. They will draw these confident and unconfident girls.



SAY: I want you to draw the two girls. What do they look like, why do they behave differently, why is one girl confident and not the other girl? After, we will share our drawings with the group.



ASK: What is the same about these girls and what is different?



EXPLAIN: Self-confidence is not about how beautiful people think you are. Confidence comes from inside you. Beauty does not give you confidence, but having confidence makes you beautiful. Whether a girl feels confident or not can change day to day, due to many things. It is possible to gain confidence over time.



GIRL CHAT:

- How can you work on your confidence if it is low?
-

-
- How can you support each other as a group to build each other's confidence?
-

Staying Confident (25 minutes)



SAY: I will tell you a story about a girl who lost her confidence. When I am finished, you will discuss in your group how she would be able to get her confidence back.



READ:

Lubna was always worried about what people thought about her. Lubna was a really nice girl, smart, funny and a good friend.

One day, Lubna was walking to the community centre, when she saw a group standing outside a shop. They started calling her names and teasing her.

Lubna was very upset and it made her feel sad. She didn't feel good about herself. She lost her confidence.



ASK: What can Lubna do to get her confidence back? (E.g. encouraging words she can say to herself, speaking to a friend/family member who is able to make them feel better).



DO: Ask the girls to go back into their groups to discuss. When they have finished, they will share their ideas with the group.



FACILITATOR TIP: Clarify any misconceptions or harmful practices.



SAY: So this is what Lubna did:



READ: Lubna told her friend what happened. Her friend told her that it was not a personal attack on Lubna, the group were just behaving in a silly way. Lubna's friend told her how she thought Lubna was a good person. This made Lubna feel much better.



KEY POINTS:

- Don't compare yourself to others
- Don't worry about what other people are thinking of you
- Do something you love
- Take some time for relaxation
- Good posture (standing up straight with shoulders back) will automatically make you feel more confident
- Be good to yourself -know your strengths and develop them.

SAY:



-
- When I look around the room, I see a room full of very smart, caring and thoughtful girls. You all have provided support to each other and have developed and grown through the time we have spent together. I can see that you have grown in confidence and will keep on growing. Knowing which things you like about yourself, and which things you want to improve can help build your confidence.
-

ONLINE SAFETY²⁵

Objectives: Understand pros and cons of using social media. Learn how to stay safe on social media.

Materials: Flip chart paper, markers



REVIEW OF PREVIOUS SESSION:

Pros and Cons of online applications (30 minutes)



SAY: Let's do a quick survey to understand how we use social applications online in this room. I am going to ask a number of questions, if your answer to the questions is yes, clap loudly.

- How many girls in this room have mobile phones?
- How many girls in this room have Facebook?
- How many girls in this room have WhatsApp?
- How many girls use private settings options online?
- How many girls do not know what privacy settings are?
- How many people have heard about online bullying?



ASK:

- What other apps apart from WhatsApp and Facebook do people use?
- What would happen if you turned off your phone? For an hour? A day?
- What do we mainly use our mobile phones for? Photos, text messages, sharing videos etc.



DO: Split the girls into 4 groups. Ask two groups to think about the pros and two groups to think about the cons of using online applications such as Facebook and WhatsApp. When they have finished, ask them to present back to the wider group.

Tips for Staying Safe: (45 minutes)



ASK: Can you think of any ways girls can stay safe online?

²⁵ Adapted from <https://www.teachingenglish.org.uk/article/stay-safe-social-media>



SAY: There are some things you can do to try to stay safe online.

Be your own person. Don't let friends or strangers pressure you to be someone you aren't. And know your limits.

Be nice online. Or at least treat people the way you'd want to be treated. If someone's mean to you, try not to react and talk to a trusted adult or a friend who can help.

Think about what you post. Sharing personal photos or personal details online, even in private emails, SMS, or WhatsApp can cause you problems later on. Even people you consider friends can use this information against. We have no control where our personal photos will end up if we share them with someone.

Passwords are private. Don't share your password even with friends. Pick a password you can remember but no one else can guess. If you are using a public or shared computer, make sure you log out after you finish.

Be aware of what people might want from you. It may be fun to check out new people for friendship, but be aware that some people can act nice because they're trying to get something. Be aware of people who are too nice to you online, they could be trying to get something from you (manipulation).

Don't talk about personal things with strangers. Be careful when communicating with people you don't know in person, especially if the conversation starts to be about personal or physical details.

Avoid in-person meetings. The only way someone can physically harm you is if you're both in the same location, so – to be 100% safe – don't meet them in person.



SAY: Imagine you are making an information poster/role play for girls to help them to stay safe online. What do you want to advise them?

Facilitator Tip: let girls express this in any way they want, help them to be creative. Once they have finished, they can present their tips to the group.



GIRLS CHAT: If someone experiences any problems online, who can they talk to, what can they do? (Talk to a trusted adult or Case/Social Worker)

WHAT IT MEANS TO BE A GIRL

OBJECTIVES: Understand the difference between sex and gender. Raise awareness about the things girls can achieve.

MATERIALS: Ball, flip chart paper, markers



REVIEW OF PREVIOUS SESSION

Riddle (5 Minutes)



ASK: What do you think the answer is to this question:

A father and son are in a car accident. The father dies but the son is taken to the hospital to have surgery. Before the surgeon begins surgery, the surgeon looks at the boy and says 'I cannot do surgery on this boy, he is my son!' How is this possible?

Answer: The surgeon is the boy's mother.



ASK: Is it common to find female doctors in your community? If not, why not? If yes, what are the reasons?

Difference Between Sex and Gender (20 Minutes)



FACILITATOR TIP: Draw the story on the flip chart as you read.



SAY: I want to tell you a story about Sara and Samer.

Sara is married to Samer and is pregnant.



ASK: Can Samer also get pregnant? Why not? (Because he does not have the organs to carry a baby in his stomach).



SAY: Samer and Sara also have a baby boy who is 1-year-old. Sara gives their son milk from her breast.



ASK: Can Samer also give their son milk from his breast? Why not? (Because Samer does not have the necessary body parts to produce milk).



SAY: Samer goes to work every day and comes home at p.m.



ASK: Can Sara also go to work? (Ask my yes or why no)



SAY: Sara does go to work, two days a week in an office. When she goes to work, her mother looks after the baby.



SAY: Sara cooks dinner for the family, their favourite thing to eat is chicken and rice.



ASK: Can Samer also cook? (Ask why yes or why no)



SAY: Samer does cook, on the days that Sara goes to work, Samer always prepares dinner, because Sara cooks dinner on the other 5 days a week.



SAY: With a small child at home and with two parents working, the household chores are sometimes forgotten. On the weekend, Sara likes to make sure these chores are done.



ASK: Who can take care of chores in the house?



SAY: Sara and Samer split the chores between them. This way, it takes less time to do.



ASK: Did you notice that there were some things only Sara could do and Samer couldn't and there were other things they were both able to do? What were these things?



EXPLAIN: The things that only males and females can do are related to their sex but the things they can both do are related to their gender. These are made by society and in each community it is different and it changes over time.

For example:

Men can cook meals and clean the house. Men can take care of babies and raise children. In some societies, women build the houses whereas in other societies this is seen as a job for men. These roles are not because of biological differences but differences in society.

A Girl's Role in Society (20 Minutes)



SAY: I will read a number of statements; put your hand up if you agree.



FACILITATOR TIP: Ask some girls to volunteer to explain their answers and then clarify.

- Cooking is a girl's job. (Both girls and boys can cook)
 - Girls don't have time to study because of the housework they do. (Girls should be given time to study just like boys).
 - Boys do better in lessons because they are more intelligent than girls. (There is no difference in intelligence between girls and boys).
-

-
- Girls can grow up to be carpenters and plumbers. (Biologically, there is nothing to say girls cannot do these jobs).
 - Girls don't have the ability to perform sports such as boxing and football. (Biologically, there is nothing to say that girls are not able to play these sports).
 - It's more important for boys to continue their education. (Girls should be able to continue their education just like boys).



SAY: Girls are powerful, girls are smart and girls are strong. As we already learnt, the only difference between what boys and girls can do and what boys and girls have is biological. The rest is made by society.

I am a Girl and I Can (10 Minutes)



DO: Ask the girls to stand in a circle.



SAY: We are going to throw the ball at each other and say 'I am an amazing girl and I can...' each one of you will finish the sentence in whichever way you like, to show that girls are just as capable as boys to do many things.



REPRODUCTIVE HEALTH



OUR RIGHTS:

Objective: To understand the rights that protect girls and boys

Materials: Flip chart paper, markers



REVIEW OF PREVIOUS SESSION

Our Rights²⁶ (45 minutes)



SAY: I want to tell you a story about some girls and boys close to your age. Try to listen carefully so you can help to answer the questions at the end.



DO: Illustrate the story as you go through drawing some pictures on a flip chart.

STORY 1: There are a group of girls at school, attending a biology session. Today they are talking about the female body parts that are involved in making babies. One of the girls in the class asks ‘what about the male body parts?’ Everyone in the class starts to laugh. Another girl asks ‘how do women get pregnant?’ and everyone laughs again. The teacher gets really annoyed and she shouts and the girls and tells them ‘it is none of your business’



ASK: What happened in this story?
Do you think the girls should have the information they requested? (Yes, because it is their right to know).

STORY 2: Aida is 16 years old. One day, she gets home from school and her mother tells her that they found her a husband. Her mother says she will be married next week and must stop attending school straight away. Aida tells her father she does not want to get married, she is too young, but her father refuses and says that she must get married, she has no choice.



ASK: What happened in this story?
Do you think Aida should get married if she is not ready and doesn’t want to? (Aida should get married when she is old enough and feels prepared to cope with the responsibilities involved in marriage).

STORY 3: Aida gets married and it’s been three months. One day she is sitting with her husband and mother-in-law. Her mother-in-law starts to ask them why they are not pregnant yet. She blames Aida and tells her there must be a problem with her. Aida is shocked and looks at her husband but he doesn’t say anything. Her mother-in-law leaves the room and looks at Aida’s husband and

²⁶ Adapted from Peer Education on Youth Sexual and Reproductive Health in Humanitarian Settings Training of Trainers Manual

says 'make sure she gets pregnant soon.' Aida's husband turns to Aida and says, 'maybe we should try to have a baby.' Aida replies 'but you don't have a job and I am too young.' Aida's husband tells her that he doesn't want to have any problems with his mother so maybe they should just have a child anyway.



ASK: What happened in this story?

Do you think Aida and her husband should have a baby if they are not ready? (Aida is still young and her body is not fully developed to have babies safely).



SAY: The things that happened to the girls in the stories did not respect their rights.



ASK: what do we mean by 'our rights' or 'human rights' or 'child rights'?



SAY: "Rights" are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about rights in terms of what is the best for children in a situation, and what is important to life and protecting them from harm. As you grow, you have more responsibility to make choices and use your rights.

What are our rights? (45 minutes)²⁷



DO: Split participants into small groups and in their groups, ask them to think about the other rights that they have.

When they have finished, ask them to present back to the group.



SAY: Some of the rights that girls have are: (List the ones they didn't mention)

1. All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.
 2. Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.
 3. You have the right to give your opinion, and for adults to listen and take it seriously.
 4. You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.
-

²⁷ Adapted from UNICEF UN Convention on Rights of the Child in Child Friendly Language
<http://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf>

-
5. You have the right to be protected from being hurt and mistreated, in body or mind.
 6. You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.
 7. You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.
 8. You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.
 9. You have the right to play and rest.
 10. You have the right to be free from sexual abuse. (No one is allowed to kidnap or sell you).
 11. You have the right to protection from any kind of exploitation (being taken advantage of).
 12. No one is allowed to punish you in a cruel or harmful way
 13. You have the right to help if you've been hurt, neglected or badly treated.



SAY: There are many other rights that you have and if you want more information, you can ask.



GIRL CHAT: If our rights are not respected, what can we do? (Make sure they mention talking to a Case/Social Worker)

OUR BODIES: YOUNGER ADOLESCENTS

OBJECTIVE: Learn about physical and emotional changes related to puberty

MATERIALS: Flip chart paper, markers, A4 paper, coloured pens, pencils, stickers



REVIEW OF PREVIOUS SESSION

I Am Changing:



SAY: Today we are going to talk about the changes we experience in our body as we grow up. These are both changes that we see and changes that we feel. We know that we can be shy to talk about these changes, but it is important that we talk about them, because it is a natural and special part of growing up.

I know that I noticed many changes in my body when I was your age. Around the world, girls that are aged between 9 and 16 go through some changes in their body and also in the way they think about things. When young girls go through these changes it is called “puberty”. They are changing from a girl to a woman.



SAY: I want you to meet Jihan, she is 11 years old and is going through many changes, she noticed that her body is looking different to before and she even feels different. Jihan doesn’t know who she can talk to about this; she doesn’t know if this is normal or if other girls experience this.

Over the next two sessions, we are going to help Jihan.

The first task Jihan has is that she wants us to help her recognise the changes a girl goes through to see whether the changes she is feeling are the same for all girls:



DO:

- Divide girls into small groups.
- Ask them to draw a picture of a girl from head to toe and to highlight the physical changes a girl goes through during puberty.
- Ask the girls to also think about the changes girls feel but cannot see (change in interests, mood etc.).



DO: Ask them to present their drawings back to the group.
Give the girls from the winning group a sticker each.



EXPLAIN the following, using the drawings the girls did:

-
- During puberty, your body releases something called ‘hormones’ (chemical messengers) which make your body grow from a girl's body into a woman's body. Hormones will affect the following:
 - Girls: Breasts grow in size and girls may gain weight, girls will notice that they sweat more and the skin becomes greasy, pelvic bones and hips will grow, pubic and under arm hair grows.
 - Girls will experience some secretions from the vagina which are clear, white or off white in colour. This is normal and help to prevent and fight infections in the vagina.
 - Different feelings: Getting annoyed easily. Start to develop feelings and curiosity about someone. Feeling angry, sad, moody.
 - Changes in the things you like (for example: you might like a new hobby that you did not like before)
 - Girls might want to spend more time with friends and less time with family. But this does not mean girls don't love their family- it means they like being with their friends more)
 - Worrying about their body and the way they look (for example: girls might not be as happy with the way their hair looks or how they are fitting into their clothes)
 - Feeling pressured by friends to act a certain way (for example: friends might ask a girl to be mean to other girls and a girl might not know how to say no because they are her friends).



SAY:

- All of these physical and emotional changes are normal.
- Everyone grows at their own pace, some earlier, and some later.
- It is important not to tease others who may grow earlier or later.
- Young people often feel uncomfortable or self-conscious because of the changes in their bodies.
- Sometimes these changes may be new and interesting, but other times they may be hard.
- Sometimes it can help to know other girls who are going through many of the same things.



DO: Ask the girls to write down any questions they have anonymously on a piece of paper and then collect the questions up and address them at the beginning of the next session.

OUR BODIES: OLDER ADOLESCENTS

OBJECTIVE: Learn about physical and emotional changes related to puberty

MATERIALS: Flip chart paper, markers, coloured pens



REVIEW OF PREVIOUS SESSION

Changes That We See and Feel (50 Minutes)



EXPLAIN: Adolescence is the time in everyone’s life when they change from a child to an adult. Adolescence is the age between 10 and 19. The change that girls and boys go through is called ‘puberty.’ Today we are going to learn about the changes girls go through during adolescence- both changes that girls can see and also feel.



SAY: Many girls here would have already experienced some changes, so you will already have plenty of information for the next activity.



DO: Divide girls into two groups. Give each group a flip chart paper and coloured pens.

- Group A will focus on girl’s physical changes (changes we see) and group B will focus on emotional changes (changes we feel).
- Ask the girls to draw a girl and to highlight on the drawing where girls experience physical changes.
- For group B, then can draw some pictures to describe the emotional changes.
- After 10 minutes, ask two girls from each group to share their drawings and ideas. Ask if the girls from other groups have any changes to add to the list.
- Point out any other changes that were not mentioned. Help them understand the difference between physical and emotional changes.

Physical Changes during Adolescence:

Physical Changes in Girls	Emotional Changes
<ul style="list-style-type: none"> •Hips widen •Breasts develop •Ovulation and menstruation 	<ul style="list-style-type: none"> •Start to like someone •Changes in mood •Feel embarrassed easily •Feel closer to friends than family
Grow in size <ul style="list-style-type: none"> •Weight gain •Pubic and underarm hair •Genitals enlarge •Acne 	<ul style="list-style-type: none"> •Feel shy •Better able to solve problems •Rebel against parents, want to be independent
Vaginal discharge	<ul style="list-style-type: none"> •Concerns about being normal



EXPLAIN:

Girls: Breasts grow in size and girls may gain weight, girls will notice that they sweat more and the skin becomes greasy, pelvic bones and hips will grow, pubic and under arm hair grows.

Girls will experience some secretions from the vagina which are clear, white or off white in colour. This is normal and help to prevent and fight infections in the vagina.

Often these physical and emotional changes can change the way adolescents start to think and feel. These can be related to:

- Struggles with your sense of identity (who am I)
- Different emotions (such as moodiness, anger, or depression)
- Wanting to be more independent
- Experimentation and taking some risks
- Concern about your body and appearance
- Feeling curious about love
- Pressure from friends to act or behave in a certain way

All of these physical and emotional changes are normal. Everyone develops at their own pace, some earlier and some later. Young people often feel uncomfortable or self-conscious because of the changes in their bodies.

KEEPING OUR BODIES CLEAN

Body Hygiene (25 Minutes)



SAY: Body hygiene is very important, and once a girl starts to have her period, it is even more important.



DO: Assign one part of the room A and the other B. Tell the girls that you will read a number of statements and they can go and stand next to A or B, depending on what they think the correct answer is. Correct answers in *italic*.

OPTION A:	OPTION B:	Clarify:
<i>You should bath every day (or as often as you can)</i>	Bath 1 time per week	We shouldn't wait to take a bath until we feel dirty, it's important to take a shower once a day or as often as possible to stay clean and healthy. We should clean our genitals from front to back in order to keep it

		clean and avoid the transfer of bacteria from the anus to the vagina.
Changing your underwear once a week	<i>Changing your underwear every day (or as often as you can)</i>	It's necessary to change your underwear as often as you can, ideally every day.
Remove spots using your hands	<i>Wash your face with water and soap</i>	It's not good to touch your spots with your hand because it may lead to soreness.
<i>Change your feminine product every 2-3 hrs</i>	Change your feminine product every 7 hrs	We shouldn't wait until the feminine product (sanitary towel or clean cloth) is full of blood to change it; we should change it as often as we can. We should wash the genital organs to keep them clean and to prevent infection.
You cannot practice sport during menstruation	<i>You can practice sport during menstruation</i>	Sports helps your blood to move around your body and relives pain. Girls can practice her daily activities normally during menstruation.
<i>Try to drink plenty of water</i>	Drink 1 cup of water every day	The human body is made up of over 50% of water, so you should try to drink plenty of water) in order to ensure the balance of our health.
When you have your period it means that you are dirty	<i>When you have your period it doesn't mean that you are dirty</i>	When girls have their periods, they are not dirty. This is a normal part of being a girl or a woman. We just need to be sure to keep clean while we have our period and also when we don't have our period.

REPRODUCTIVE ORGANS: FOR OLDER ADOLESCENTS

Objective: To learn about reproductive organs and how they work

Materials: Flip Chart Paper, Markers



REVIEW OF PREVIOUS SESSION

Our Reproductive Organs: (45 minutes)



ASK:

- Do you want to focus on girls' parts or would you like to talk about boys too?
- What parts of the female body make babies?
- If they request to know about boys:



ASK:

- What parts of the male body make babies?



SAY:

- Our "private" part is our reproductive organ.
- Both boys/men and girls/women have reproductive organs.
- The reproductive organ for the female is the vagina, and the penis for the male.
- But there are also reproductive organs that we don't ever see because they are on the inside of our bodies.
- These drawings may look funny, but all girls have these parts and it's very important for us to learn about them and how to protect them.



DO: Draw the female organs (and male, only if the entire group requests this. If there are some girls who are not comfortable with receiving information on male body parts, do not force girls to receive this information) using the diagrams below as your reference.

Focus on the main ones:

- o Female: External (Vagina, Labia, Clitoris, Urethra), Internal (Eggs, Ovaries, Fallopian Tubes, Uterus)
- o Male: Penis, testicles, urethra,



SAY: When an egg cell from a female and a sperm cell from a male unite and develop in the uterus/womb, this creates a baby. A number of organs of males and females are involved in this process. These are the reproductive organs and genitals.

In females, the reproductive organs and genitals include:

- The female organs that are not hidden on the inside of our body are the external organs. It includes the two folds of skin called the labia, the clitoris, the urethra and the vagina.
- The **labia** have two sets of skin called the outer and inner lips. The labia cover and protect the vaginal opening.
- Near the top of the lips, inside the folds, is a small tube shaped part called the **clitoris**. The clitoris is very sensitive and the part that gives pleasure to women during sexual intercourse.
- The **urethra** is a short tube that carries urine from the bladder to the outside of the body. The opening to the urethra is very small, and can be hard to find by touch or sight. It is right above the opening to the vagina.
- The **vagina** is where a man inserts his penis during sexual intercourse. Also, menstrual blood and babies come out of the vagina. The vagina can stretch wide enough to allow a baby to pass through. It is a tube that connects the uterus to the outside of the body.
- Every female is born with thousands of **eggs** in her ovaries. The eggs are so small that they cannot be seen by the naked eye.
- **Ovaries:** two organs on either side of the lower stomach that release an egg on a monthly basis (this is called ovulation).
- **Fallopian tubes:** a pair of tubes running from the ovary to the uterus, through which an egg cell travels, and where the egg meets with the sperm. When the egg and sperm meet, the egg cell will become 'fertilised'. This means that the egg cell can now grow into a baby.
- **Uterus:** also called the womb, where the fertilized egg cell will grow into a baby.

In males, the reproductive organs and genitals include:

Testes: there are two testes and these produce sperm

Penis: the penis is made up of two parts, the main part (shaft) and the tip. The penis allows sperm and urine to exit the body through a small slit in the tip.

Sperm Duct and Glands: sperm pass through the sperm ducts, and mix with fluids produced by the glands. The mixture of sperm and fluids is called semen.

Urethra: it is a tube that carries semen and urine out of the penis



GIRL CHAT:

Why is it important to have information about our reproductive organs?

OUR MONTHLY CYCLE:

Our Monthly Cycle (45 Minutes)



ASK: What do you know about a female's monthly cycle?



EXPLAIN: Let's look again at the diagram we drew of the female reproductive organs.

- About once a month, a tiny egg (that we talked about in the last session) leaves one of the ovaries (this is called ovulation). It travels down one of the fallopian tubes toward the uterus.
- In the days before ovulation, the uterus starts to build up its lining with extra blood and tissue, making the walls of the uterus thick and cushioned. This happens to prepare the uterus for pregnancy.
- If the egg is fertilized by a sperm cell, it travels to the uterus and attaches to the wall of the uterus, where it slowly develops into a baby.
- If the egg isn't fertilized, (which is the case during most of a woman/girl's monthly cycles) it doesn't attach to the wall of the uterus.
- When this happens, the uterus sheds the extra lining that it was building up. The blood, tissue, and unfertilized egg leave the uterus, going through the vagina on the way out of the body. This is a menstrual period.
- This cycle happens almost every month for years (except, when a female is pregnant) until a woman reaches menopause and no longer releases eggs from her ovaries.
- Menopause is when a woman's menstruation ends. When this happens, women can no longer become pregnant. Menopause usually happens after the age 45. But, menopause can happen as early as 35 for some women, or as late as in the 50's for others.
- The amount of time between a girl's periods is called her menstrual cycle (the cycle is counted from the start of one period to the start of the next). Some girls will find that their menstrual cycle lasts 28 days, whereas others might have a 24-day cycle, a 30-day cycle, or even longer.



GIRL CHAT:



- Do you notice a change in the way you feel physically and emotionally when you have your period?
- What are some of the things you do to deal with this?
- To stop the blood from getting on your clothes, you can use different feminine products.
What are the different things you can use?



DO: Distribute dignity kits to the girls if you have access to them

RESOURCE SHEET²⁸:

Female Body Parts

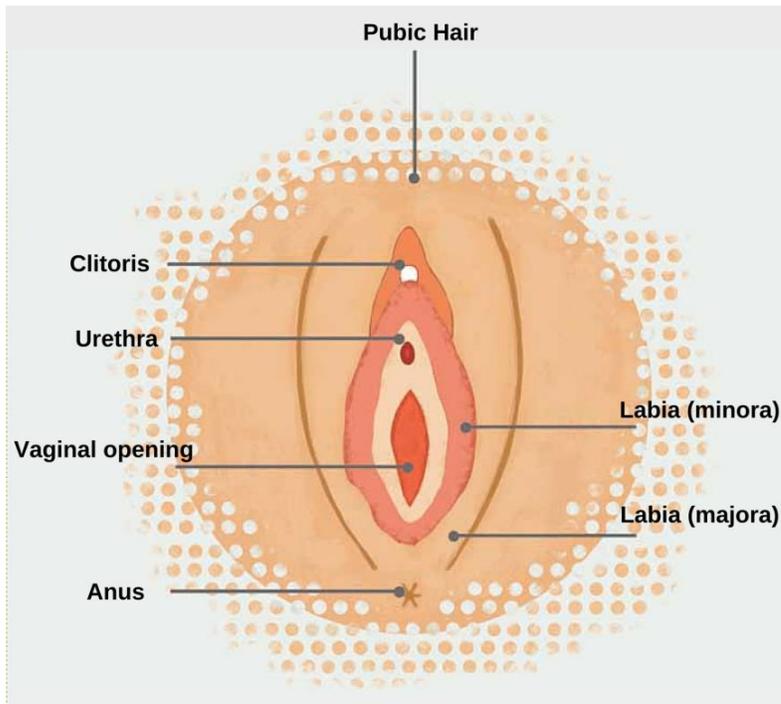
The female external genital organs are called the vulva. It includes the two folds of skin called the labia, the clitoris, and the vagina. The external genitalia, or the labia, has two sets of rounded folds of skin called the outer and inner lips. The labia cover and protect the vaginal opening. Near the top of the lips, inside the folds, is a small cylindrical body called the clitoris. The clitoris is made up of the same type of tissue as the tip of the penis and is very sensitive. The clitoris has no other function than to help a woman have sexual pleasure. The urethra is a short tube that carries urine from the bladder to the outside of the body.

The opening to the urethra is very small, and can be hard to find by touch or sight. It is right above the opening to the vagina. The vagina is where a man puts his penis during sexual intercourse. Also, menstrual blood and babies come out of the vagina. The vagina is an incredibly elastic muscle that can stretch wide enough to allow a baby to pass through. Every female is born with thousands of eggs in her ovaries. The eggs are so small that they cannot be seen by the naked eye.

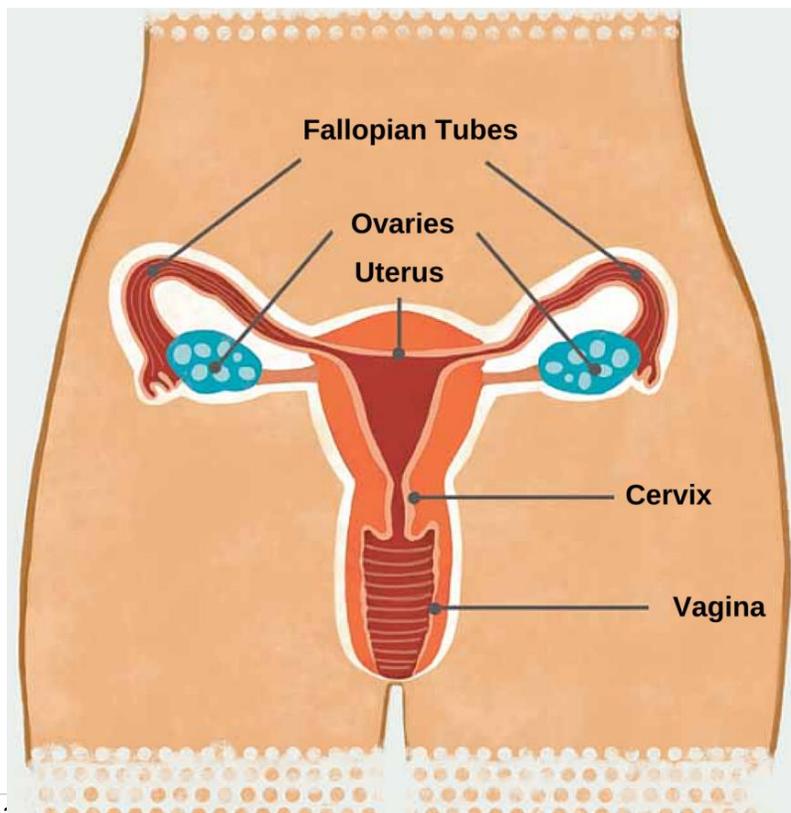
Once a girl reaches puberty, a tiny egg matures in one of her ovaries and then travels down a fallopian tube on its way to the uterus. This release of the egg from the ovary is called ovulation. A girl's body prepares the uterus for a baby by making a soft lining like a pillow. If the girl has had sex, the egg meets a male's sperm in the fallopian tube (called fertilization). The fertilized egg then travels to the uterus where it grows into a baby. If the egg is not fertilized, then a baby does not grow and the uterus does not need the thick lining it has made to protect the egg. It discards the lining, along with some blood, body fluids, and the unfertilized egg. All of this flows through the cervix and then out of the vagina. This flow of blood is called the "period" or menstruation. The blood and tissue usually leave the body slowly over three to seven days.

²⁸ Diagrams taken from Save the Children SRHR Toolkit guide for facilitators:
http://resourcecentre.savethechildren.se/sites/default/files/documents/information_guide.pdf

External Genitalia



Internal Genitalia



Testes

The two testes (one of them is called a testis) are contained in a bag of skin called the scrotum. They have two functions:

- to produce millions of male sex cells called sperm
- to make male sex hormones, which affect the way a man's body develops.

Sperm duct and glands

The sperm pass through the sperm ducts, and mix with fluids produced by the glands. The fluids provide the sperm cells with nutrients. The mixture of sperm and fluids is called semen.

Urethra

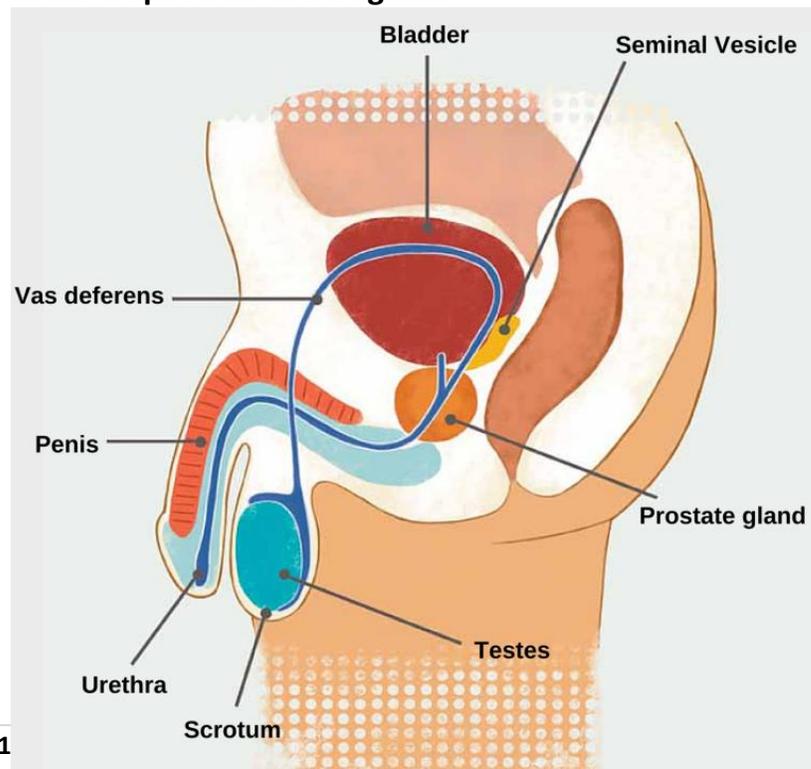
The urethra is the tube inside the penis that can carry urine or semen. A ring of muscle makes sure that there is no chance of urine and semen getting mixed up.

Penis

The penis has two functions:

- to pass urine out of the man's body
- to pass semen into the vagina of a woman during sexual intercourse.

Male Reproductive Organs:



Fertilisation

During sexual intercourse the man's penis releases semen into the woman's vagina. Sperm cells travel in semen from the penis and into the top of the vagina. They enter the uterus through the cervix and travel to the egg tubes. If a sperm cell meets with an egg cell there, fertilisation can happen. Fertilisation happens when an egg cell meets with a sperm cell and joins with it.

The fertilised egg divides to form a ball of cells called an **embryo**. This attaches to the lining of the uterus and begins to develop into a **foetus** (pronounced "fee-tuss") and finally a baby.

Development of the foetus

The foetus relies upon its mother as it develops. These are some of the things it needs:

- protection
- oxygen
- nutrients (food and water).

It also needs its waste substances removing.

The foetus is protected by the uterus and the **amniotic fluid**, a liquid contained in a bag called the **amnion**.

The **placenta** is responsible for providing oxygen and nutrients, and removing waste substances. It grows into the wall of the uterus and is joined to the foetus by the **umbilical cord**.

The mother's blood **does not mix** with the foetus's blood, but the placenta lets substances pass between the two blood supplies:

- oxygen and nutrients **diffuse** across the placenta from the mother to the foetus
- waste substances, such as carbon dioxide, diffuse across the placenta from the foetus to the mother.

Birth

After nine months the baby is ready to be born. The cervix relaxes and muscles in the wall of the uterus contract, pushing the baby out of the mother's body.

OUR MONTHLY CYCLE: YOUNGER ADOLESCENTS

OBJECTIVES: Help girls understand menstruation. Dispel myths. Provide girls with useful tips for menstruation

MATERIALS: Menstrual cycle poster, resource sheet, whistle/bell per group, flip chart paper, markers, A4 paper, coloured pens, pencils



REVIEW OF PREVIOUS SESSION

Jihan's Story: (1 hour)



SAY: You met Jihan in the previous session; she wants to share a story with you about something she went through recently. Let's all sit in a circle.



READ: I am Jihan, and I am 11 years old. One day, when I got home from school I noticed that I had some blood stains on my underwear. I was really worried and thought that I had hurt myself but I didn't feel any pain. So I changed my underwear and continued with my day. The next day the blood was there again! I didn't know what to do. So I decided to tell my mother because I thought I needed to see the doctor. When I told her, she said to me that this means I am growing up. My mother hugged me and explained that this happens to all girls when they reach a certain age and that this is not something to worry about.



ASK: What did Jihan experience? What do we call this? (Our period).



SAY: Our period is our body's way of preparing itself if we wish to have babies in the future. For us to understand our periods, first we need to understand how babies are made²⁹.



ASK: Where are babies made? (Uterus)



DO: Draw a diagram of the vagina and explain the following as you draw each stage:

- The **uterus** is in the lower part of the abdomen (belly). Along with the uterus there are other organs that help in making a baby.
- There is also a small almond shaped gland called the **ovary**. In our body, there are two ovaries, one on each side of the uterus.
- Each of these ovaries contain thousands of tiny egg cells. These **egg cells** are so small, that they cannot be seen with the naked eye.



ASK: Do you know why these egg cells are so important?

²⁹ Adapted from Menstrupedia

-
- They are the cells that will eventually become babies.
 - Just like tiny egg cells in girl's body, boys have tiny sperm cells in their bodies.
 - When an egg cell from a woman meets a sperm cell released in her uterus by a man, then the egg cell combines with the sperm cell to form an embryo. This embryo then grows into a baby in the uterus.
 - That is when we say a woman is pregnant with a baby in her womb.



SAY: Now it's time to understand how periods happen. Are you ready to find out how?



EXPLAIN: To be able to have a baby, an egg cell must be released from an ovary, but for that to happen, somebody has to tell the ovary to release an egg.



ASK: Do you know which organ does that job? (Pituitary gland).



SAY:

- The pituitary gland is a small pea shaped gland located in our brains that releases special chemicals called hormones that cause our body to grow.
 - After you reach a certain age, your pituitary gland starts to release a new kind of hormone every month.
 - This hormone causes one of the ovaries to release an egg cell. This is called ovulation.
 - The released egg cell finds its way into the uterus through this organ that looks like a tube. It is called a **fallopian tube**.
 - The uterus must stay prepared to receive the embryo just in case the egg cell combines with a sperm cell.
 - So the uterus starts to develop a new lining of soft tissue filled with blood and nutrients on its inner surface.
 - If on its way to the uterus, the egg cell, the egg cell combines with a sperm cell from a male, it forms an embryo. This lining is needed to provide nourishment to the embryo while it grows into a baby in the uterus.
 - But most of the time the egg cell doesn't meet a sperm cell. So that means there won't be any baby to grow in the uterus.
 - So this means that the layer of soft tissue and blood is not needed anymore in the uterus. It is shed and the mixture of blood and tissue,
-

along with the egg flows out from the uterus and it comes out through the vagina.

- The blood coming out of the vagina is called the period.
- This whole process repeats itself once a month and is called the menstrual cycle.

 **ASK:** So now that your body is capable of becoming pregnant, does this mean you are ready to have babies?

 **SAY:** Even though girls who get their periods may be capable of becoming pregnant, it doesn't mean they are ready. Even though your ovaries releasing the eggs make girls capable of becoming pregnant, a girl's body is too young and not prepared to bear a baby yet. Girls should start thinking about this after they reach 20. But girls should be happy that they started to get their periods, it's a good sign that their body is growing properly and is healthy.

 **SAY:** A girl/woman knows that she has her period when blood comes out of her vagina. It usually lasts between 3 and 7 days. And the time between periods can vary between 21 – 35 days. This is normal.
The blood from the period does not mean there is something wrong, like when you have an injury from falling over. The blood that comes out is normal and healthy.
When a girl first starts to get her period, it can be irregular for the first one or two years until your body adjusts. So there is no need to worry.
But if your period stops for more than 90 days, it's important to see a doctor to see if there are any complications.

 **ASK:** When girls have periods, sometimes they might feel some pain or feel uncomfortable. What can they do to make themselves feel better when they have periods?

 **SAY:**
Your stomach can feel heavy, breasts can feel sore, headaches, tiredness, or feeling moody or emotional for no reason.

- Be prepared and keep track of when your periods are.
- Get a good sleep during your period, as you may find yourself more tired than usual.
- Do not use deodorants or perfumes on your genitals; this will cause irritation and rashes.

 **SAY:** To stop the blood from getting on your clothes, you can use different feminine products. What are the different things you can use?

 **ASK:** How often do these things need to be changed?



Where can you get them?
 What else can you use if you can't get these products (clean cloth).



DO: Distribute dignity kits to the girls if you have access to them

KEEPING OUR BODIES CLEAN

Body Hygiene (25 Minutes)



SAY: Body hygiene is very important, and once a girl starts to have her period, it is even more important. Jihan, a girl who started her period a few months ago needs your help! Let's help answer the following questions for Jihan so she can make sure she stays healthy during her period.



DO: Assign one part of the room A and the other B. Tell the girls that you will read a number of statements and they can go and stand next to A or B, depending on what they think the correct answer is. Correct answers in *italic*.

OPTION A:	OPTION B:	Clarify:
<i>You should bath every day if possible (or as often as you can)</i> <i>*as often as you can does not mean more than once a day- but 3-4 times a week if every day is not possible</i>	Bath 1 time per week	We shouldn't wait to take a bath until we feel dirty, it's important to take a shower once a day or as often as possible to stay clean and healthy. We should clean our genitals from front to back in order to keep it clean and avoid the transfer of bacteria from the anus to the vagina.
Changing your underwear once a week	<i>Changing your underwear every day (or as often as you can)</i>	It's necessary to change your underwear as often as you can, ideally every day.
Remove spots using your hands	<i>Wash your face with water and soap</i>	It's not good to touch your spots with your hand because it may lead to soreness.
<i>Change your feminine product every 2-3 hrs</i>	Change your feminine product every 7 hrs	We shouldn't wait until the feminine product (sanitary towel or clean cloth) is full of blood to change it; we should change it as often as we can.

		We should wash the genital organs to keep them clean and to prevent infection.
You cannot practice sport during menstruation	<i>You can practice sport during menstruation</i>	Sports helps your blood to move around your body and relives pain. Girls can practice her daily activities normally during menstruation.
<i>Try to drink plenty of water</i>	Drink 1 cup of water every day	The human body is made up of over 50% of water, so you should try to drink plenty of water) in order to ensure the balance of our health.
When you have your period it means that you are dirty	<i>When you have your period it doesn't mean that you are dirty</i>	When girls have their periods, they are not dirty. This is a normal part of being a girl or a woman. We just need to be sure to keep clean while we have our period and also when we don't have our period.

 **ASK:** If Jihan or any other girl going through similar things to Jihan needs more information or advice on menstruation and hygiene, where can she get this from?

 **SAY:** If you have any more questions on this topic, you can talk to someone at the safe space.

RESOURCE SHEET:

The Menstrual Cycle:

This may come as a surprise, but your 'monthly' cycle does not necessarily take place once a month. The average cycle time for most girls is 28 days, but your cycle may last from 21 to 35 days and still be normal. In your cycle, 'day one' is the first day of your period, or the first day you begin to bleed.

If you have a short cycle, it's likely that you will have a period more often than once a month. However, if your cycle lasts longer, you are one of the girls who will have fewer periods in a year.

Most girls get their first period between 11 and 13 years old, though it can start anywhere from the age of eight to 16 years old. Generally, a woman has about 480 periods (fewer if she has pregnancies) throughout her adolescence and adulthood until she reaches menopause (often around the age of 51), at which point, her periods stop.

When learning about your menstrual cycle, it's helpful to know what parts make up a female's reproductive organs.

Your reproductive system includes:

- Two ovaries: this is where eggs (ova) are stored and released. A human egg is tiny (120 microns or micrometres). This is about the width of a human hair.
- The womb (uterus): where a fertilised egg implants and a pregnancy grows
- Two fallopian tubes: these are two thin tubes that connect the ovaries to the womb
- The cervix: the lower part of the womb that connects to the vagina
- The vagina: a tube of muscle connecting the cervix to the outside of the body. (Your vagina is actually inside your body – the part on the outside that you can see and which is frequently mistakenly called the vagina, is your vulva.)

Each month, your reproductive system repeats a regular pattern of events that are controlled by hormones.

Hormones are substances produced by your body that control your body's functions. As you approach puberty, a part of your brain called the pituitary gland begins releasing more and more of some specific hormones.

These hormones stimulate your ovaries to produce oestrogen and another part of your body to produce other hormones called androgens. These hormones cause many of the physical changes that take place during puberty and over the phases of your monthly cycle.

Menstrual Cycle:

- 1** Pre-ovulation (called the follicular phase)
Women and girls have two ovaries that contain thousands of eggs (ova). During this phase, hormones stimulate the development of eggs; at the same time, the soft lining (called the endometrium) of the uterus (the place where a baby can grow) starts to thicken.

- 2** Ovulation
This occurs when a mature egg (occasionally two) is released from the ovary. After the egg is released, it travels along the fallopian tube to the thickening lining. If sperm from a male fertilises the egg, a baby develops. Ovulation usually happens around 10 to 16 days before the next period.

- 3** Premenstrual (called the luteal phase)
After ovulation, hormones trigger your body to continue developing the lining of your uterus, in preparation for a fertilised egg. During this phase, if you become pregnant, the egg moves into your uterus and then attaches to the lining. If you are not pregnant, the lining of the uterus is shed through the vaginal opening.

- 4** Menstruation
The womb lining leaves your body through the vagina as a reddish fluid containing blood – typically about a quarter of a cup of blood (though it can seem like a lot more). This is your period – it is also called menses – and it will last between three to seven days. The first day of bleeding is day one of your period

Frequently Asked Questions:

What is menopause?

- Menopause is when a woman's menstruation ends. When this happens, women can no longer become pregnant. Menopause usually happens after age 45. But, menopause can happen as early as 35 for some women, or as late as in the 50's for others.

What are eggs?

- Eggs are made in a female's body. They are very tiny so you can't see them. They are one of the two main ingredients to make a baby.

Where are a woman's eggs produced?

- Eggs are produced in the ovaries.

How does a girl know when her period is about to start?

- Most girls begin menstruating between the ages of 9 and 16. The best way to know is to look for signs. Underarm hair and a whitish discharge/fluid from the vagina are signs that the period will start soon.

What if a girl’s period never starts?

- Periods will start sooner or later. However, if a girl reaches age 16 and has not yet had her first period, she should visit a health provider.

Can a woman get pregnant during her period?

- Yes. Although it is not common, it is possible that a girl would be ovulating when she has her period.

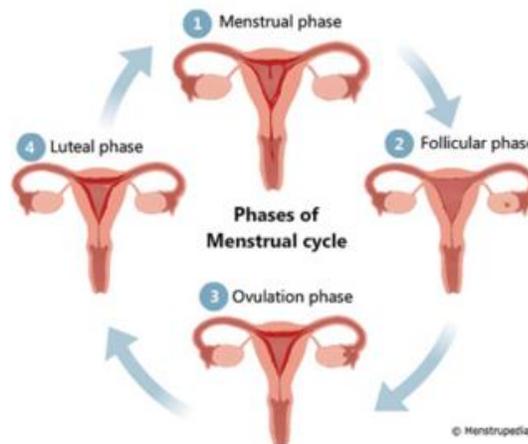
Is menstruation painful?

Some girls experience cramping in their stomachs before or during their period. Cramping can feel like a stomach ache. This pain is usually not a serious problem and can be treated with a pain reliever, exercise, a hot bath, or a hot water bottle. Sometimes rubbing your stomach can provide relief as well. A girl may also experience back pain, headaches, nausea, vomiting, and constipation. The pain usually lasts just two or three days at the beginning of the period.

Menstrual Cycle³⁰

The day count for menstrual cycle begins on the first day of menstruation when blood starts to come out of the vagina. In this section, the length of menstrual cycle has been assumed to be 28 days (which is the average among women). The entire duration of a Menstrual cycle can be divided into four main phases:

1. Menstrual phase (From day 1 to 5)
2. Follicular phase (From day 1 to 13)
3. Ovulation phase (Day 14)
4. Luteal phase (From day 15 to 28)

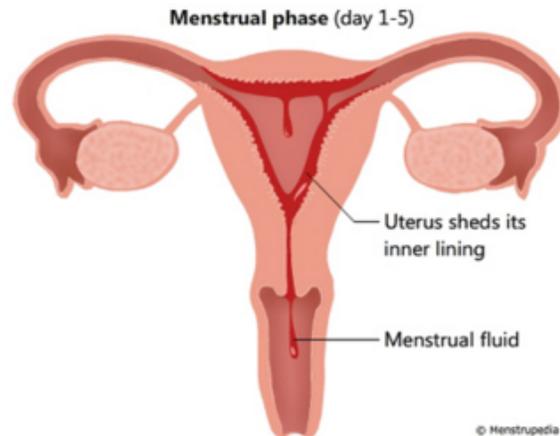


³⁰ Taken from <http://menstrupedia.com/articles/physiology/cycle-phases>

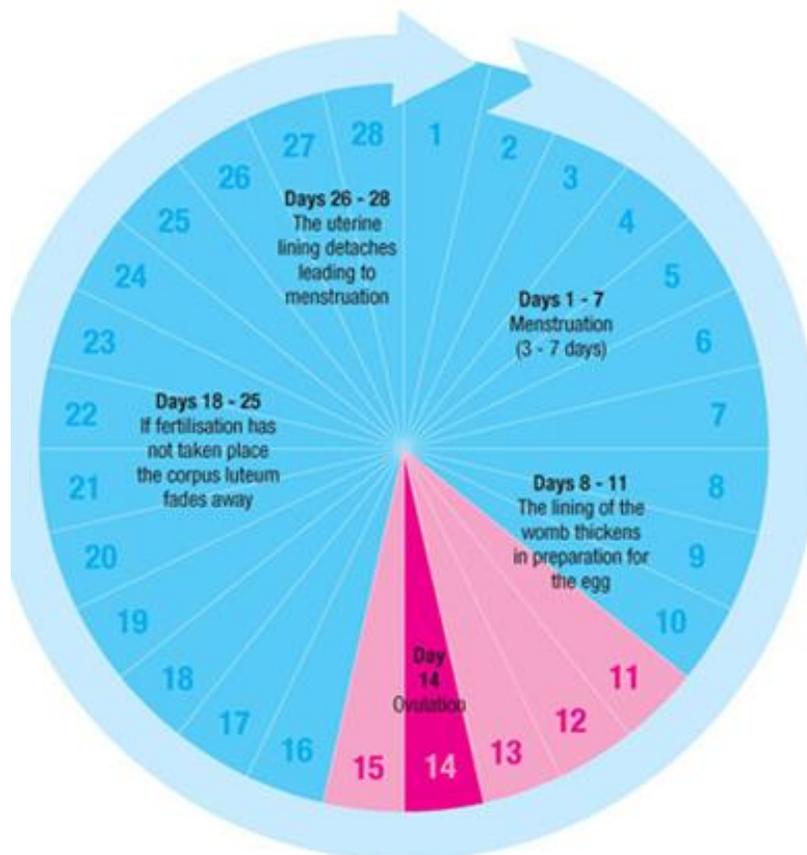
Menstrual phase (day 1-5)

Menstrual phase begins on the first day of menstruation and lasts till the 5th day of the menstrual cycle. The following events occur during this phase:

- The uterus sheds its inner lining of soft tissue and blood vessels which exits the body from the vagina in the form of menstrual fluid.
- Blood loss of 10 ml to 80 ml is considered normal.
- You may experience abdominal cramps. These cramps are caused by the contraction of the uterine and the abdominal muscles to expel the menstrual fluid.



Menstrual Cycle Chart³¹



³¹ Taken from <https://befutureforward.wordpress.com/tag/lunar-calendar>

SEXUALLY TRANSMITTED INFECTIONS: OLDER ADOLESCENTS

OBJECTIVES: Learn signs and symptoms of common STIs. Learn what HIV is

MATERIALS: Flip chart paper, markers



REVIEW OF PREVIOUS SESSION

Introduction (15 Minutes)



SAY: Today we are going to talk about infections that are passed from one person to another.



ASK: Have you heard of any infections that are passed from one person to another? Do you know how infections passed from one person to another?



DO: Make sure participants know the following:

- Passed from person to person during ‘intimate interaction’
- Passed through sharing needles, razor blades and knives that have been used by someone infected.



EXPLAIN: Having an infection that is passed from one person to another can have consequences on a person’s health. Sometimes, the person who has an infection might not feel any pain or sickness which is why it is important to see a doctor to know your health status.



SAY: Have you heard of any infections that are passed from one person to another? (Syphilis, Herpes, Gonorrhoea, Chlamydia, HIV/AIDS).

Things You Can See and Things You Can Feel (30 Minutes)



SAY: As I already mentioned, sometimes a person with an infection might not see or feel anything different. But sometimes there are changes. What are some of the things a person could see or feel that will alert them to visit a doctor?



Make sure the group covers the following ideas:

Seeing	Feeling
A sore on a penis, vagina, or opening of vagina	Itchiness inside the vagina or itchy pubic hair

Pus coming from the penis or end of penis being red	Burning pain when passing urine, feeling like you have to urinate frequently
Heavy and smelly discharge on a girl's panties	Pain in the womb and fever
Small cauliflower-like growths on or near the genitals	Pain during sex
Seeing brown insects moving in and small white eggs on pubic hair	



ASK:

How can someone reduce the risk of passing on these infections?
 Abstinence or using a condom during sex. (Explain that condoms do not protect against all STIs).

Don't share needles for ear piercing

- Make sure when you get any type of injection that the needle is new or has been cleaned
- Don't share knives or razor blades with other people
- When coming in contact with blood don't touch it directly but rather use gloves or plastic to clean or deal with a wound or cut



ASK: • When should someone go to a health facility for treatment for an STI? [As soon as they think they have an STI, if a partner tells them that they have an STI or they suspect he might have one].

- Where can someone go if they think they might have an STI? (Be prepared with information on nearby services).



EXPLAIN:

If someone thinks they have an STI, they should first go to a health centre or hospital for treatment. It is not possible to treat themselves at home. It is also important to take all of the medication given by the health provider. It is important they tell their partner if they have an STI and make sure that they are treated too. Otherwise they can catch the STI from them again later on.



ASK: What happens when an STI is not treated? (Miscarriage during pregnancy, infertility, STI transmitted to baby during pregnancy).

HIV/AIDS (20 Minutes)



ASK: Have you heard of something called HIV?



EXPLAIN:

It is a virus found in humans, that makes the immune system (our body's way to keep us healthy and strong) not work properly. With a damaged immune system, the body is more at risk to get infections and diseases. The person becomes weaker and eventually develops AIDS.



ASK: Do you know what AIDS is?



EXPLAIN:

AIDS is passed from one person to another; it does not just develop on its own. It is passed from contact with an infected person's blood, sexual fluids or breast milk. AIDS is a condition where the body's immune system is destroyed by HIV. It has no cure and eventually kills the infected person. It can be controlled with drugs, but they are costly and not available everywhere.



ASK: How can you catch HIV? [Sexual intercourse, pregnancy, childbirth, breastfeeding, sharing knives, needles, or syringes].



EXPLAIN:

HIV is different from other diseases because we cannot catch it from being in the same room as an infected person or by hugging or touching a person. We cannot catch it from an infected person coughing or sneezing on us or by drinking from the person's cup.

But we can choose to not become infected if we abstain from sex or always use a condom when having sex.



GIRL CHAT: Were you surprised by some of the answers, if so, which ones? Who can you talk to if you need more information on STIs? (Case Worker, health professional).



ASK: Do you know where the local health centres are close to you where they offer services to get tested for STIs?



DO: Give girls the information they need about the available health centres.

Vaginal Discharge³² (20 minutes)



SAY: Girls will experience some secretions from the vagina which are clear, white or off white in colour. This is normal and help to prevent and fight infections in the vagina. Normal vaginal discharge is a healthy bodily function, and it's your body's way of cleaning and protecting the vagina. It's normal for discharge to increase with exercise, ovulation, emotional stress and other things.

³²Adapted from <http://www.healthline.com/symptom/vaginal-discharge>

White

A bit of white discharge, especially at the beginning or end of your menstrual cycle, is normal. However, if the discharge is accompanied by itching and has a thick, cottage cheese-like consistency or appearance, it's not normal and needs treatment.

Clear and Watery

A clear and watery discharge is perfectly normal and can occur at any time of the month. It may be especially heavy after exercise.

Clear and Stretchy

When discharge is clear but stretchy and mucous-like, rather than watery, it indicates that you are likely ovulating. This is a normal type of discharge.

Brown or Bloody

Brown or bloody discharge is usually normal, especially when it occurs during or right after your menstrual cycle. A late discharge at the end of your period can look brown instead of red. You may also experience a small amount of bloody discharge in between periods, which is called spotting.

Yellow or Green

A yellow or green discharge, especially when it's thick, chunky, or accompanied by a bad smell, is not normal. This type of discharge may be a sign of an infection.



ASK: What should a girl do if she experiences a discharge that is not normal?

RESOURCE SHEET³³:

Sexually Transmitted Infections (STI)

Why are girls more at risk?

Women are at higher risk for and more affected by STIs than men for several reasons. Differences in girls' body make ups make finding STIs more difficult in women, infection has more serious consequences for women than for men, the risk of transmission is greater from a man to woman, and many women have little power to protect themselves in sexual situations. Additionally, because a man's sexual fluids stay inside a woman's body after sex, she is more likely to get an infection. Younger girls are even more at risk for getting an STI because they are more likely to suffer from tears in the vagina during sex.

Signs and symptoms of STIs

Most men can tell when they have an STI because there are usually clear signs. Women, however, often have an STI without knowing it, because there are often no signs that they have the disease. Sometimes only an experienced and trained health care provider can find signs of an STI in a woman. This is especially true during pregnancy, when many STI symptoms are mistaken for side effects of pregnancy. Sometimes it is necessary to examine samples of a woman's blood or vaginal discharge to find out if she has an STI, and which type of STI she has. For this reason, it is important to recognize the signs of an STI and to visit a doctor as soon as possible if you see any signs of or suspect that you have been exposed to an STI.

STI prevention

The only completely effective way to prevent STIs is to abstain from oral, anal, and vaginal sex. Contact with another person's body fluid can result in STI infection. For people who have decided to engage in sexual activity, condoms can protect against many, but not all, STIs. For minimal protection, inspect your partner's genitals, wash your genitals after sexual intercourse, use contraceptives jellies, avoid partners who have sex with other partners, talk to your partner about his or her sexual habits and health. Men can play a particularly important role in preventing STIs by maintaining a monogamous relationship or using condoms to protect their partner and themselves. Maintaining a mutually committed relationship – meaning neither person has sex with anyone else – is a way of preventing STIs that requires the commitment of both partners. Men can show respect for their partners' health by limiting their sexual relations to one partner.

Name	How its transmitted	Symptoms
<i>Gonorrhea</i>	Is passed from one person to another Most girls/women who are infected show no symptoms	• Some women experience pain during urination, vaginal discharge (milky white or yellow/ green)
<i>Genital Herpes</i>	• Most people are not aware they are infected	• Some people will develop painful blisters on the genitals or mouth

³³ Taken from the Save the Children SRHR Toolkit guide for facilitators

		<ul style="list-style-type: none"> • Other symptoms include headache, fever, muscle aches and chills
HIV	<p>HIV is passed between people in three ways:</p> <p>Being 'intimate'</p> <p><i>Blood to blood:</i> From an HIV infected person's blood to another person's blood through an opening in the body such as a cut, or by sharing something that cuts or pierces the skin (knife, razor, needle).</p> <p><i>Mother to child:</i> HIV can be passed from a mother who is HIV infected to her baby during pregnancy, at the time of birth, or through breastfeeding.</p>	<ul style="list-style-type: none"> fever (raised temperature) sore throat body rash tiredness joint pain muscle pain swollen glands (nodes)

FAMILY PLANNING: OLDER ADOLESCENTS

OBJECTIVES: Understand what family planning and contraceptives are

MATERIALS: Flip chart paper, markers



REVIEW OF PREVIOUS SESSION

Family Planning (35 minutes)



SAY: Sometimes, even when people are married, they are still not ready to have babies. While having a baby can be a life changing and wonderful experience, it can also be harmful to both the girl and the baby, especially if the mother is below the age of 19. This could be because we are not sure how to take care of a baby, or maybe we already have so many children that we don't want to have any more because it is expensive. Both, husbands and wives have the right to choose how many children to have and when to have them. Abstinence, which means having no sex, is the best and only certain way to prevent unwanted pregnancies. But if someone is sexually active, or not abstinent, then they may want to a prevent pregnancy still.

Read the following scenarios and after each one ask the following questions:

- Should the couple in your scenario have a baby?
- When is the right time for them to have babies?



SAY: Alan and Ajda have been married for 2 months. She is 17 years old and Alan is 27. Alan wants to start having children. Should they have babies or should they use prevention methods? (If a girl gets pregnant at 17, it can be very dangerous for the mother and the baby as the mother is not fully developed).



SAY: Serdar and Ciwan have been married for 7 years. Serdar recently lost his job and is unable to provide an income for the family. They already have 4 children. Should they use prevention methods to not get pregnant? (If they get pregnant now, it will cause a lot of stress for the family and the family will find it difficult to support another child with little financial income).



SAY: Farah & Amir are living in a small house with many people. They are looking to move somewhere to live with fewer people so they can start a family. But they don't know when this is going to happen.



SAY: Khalil (27) & Mira (15) have been married for 6 months. She is still at school and completing her education, they don't have any children yet, but in the future they plan to have a family.



SAY: When a couple decides when and how many children they will have and the space between each child, this is called family planning.



ASK: What do you think are some of the barriers someone can face when trying to do family planning? If someone is married and wants to plan for a family, where can they go for more information?



SAY: There are different methods couples can use to help them plan their children. More information can be provided on this at the centre, if you know a girl who needs this type of information, as her to speak to a member of staff at the safe space.



SAFETY



HEALTHY RELATIONSHIPS OLDER ADOLESCENTS

OBJECTIVE: To learn the difference between healthy and unhealthy relationships

MATERIALS: Flip Chart and markers



REVIEW OF PREVIOUS SESSION

Ahmed and Sara (30 minutes)



SAY:

- Stand up and spread yourselves around the room. I will read a short story about a girl.



DO: Give the girls a small piece of paper each.



SAY:

- This piece of paper stands for the self-confidence of the girl in the story. (Refer back to the session on feeling good about ourselves to clarify)

- I want you to tear off a piece of your paper and drop it to the floor if you hear anything that would make the girl lose her confidence.

Ahmed and Sara

Ahmed and Sara have been engaged for about a year. Ahmed is working and Sara is in school. Ahmed tells Sara that she is not very smart. Ahmed told Sara that she should leave school and stay in the house as school was not a place for girls. Ahmed gets mad at Sara sometimes and says things like 'you are no good for anyone.' Ahmed does not care if he hurts Sara's feelings. When Sara tries to tell Ahmed that she doesn't like something he is doing, he gets angry and starts shouting at her.



DO:

When you have finished the story, ask the girls to show the group how much of their paper they have left.



GIRL CHAT:

- How did you think Sara was feeling every time you tore the paper?
-

Ahmed and Sara Continued (45 minutes)

**SAY:**

Now, we will finish the story of Ahmed and Sara. How do you think the story will end?



DO: Break the girls into small groups and ask them to think about what Sara can do in this situation.

Ask them to think about who Sara can talk to, skills or information she needs to deal with the problem.



DO: Ask them to present their stories to the group
Clarify any misconceptions

**SAY:**

If a girl ever experienced something similar to Sara, she could turn to a Case Worker, who would be able to help her set an action plan to deal with the problem.

**KEY POINTS:**

There are some important differences between relationships that make us feel good and ones that don't make us feel good.



DO: Ask the girls if they can think of any differences between these relationships.

Write these on a flip chart paper:

Healthy Relationship	Unhealthy Relationship
Both people treated with respect	Calling someone names
Both people in a good way	Physically hurting someone
Both people treated fairly	Being disrespectful
	Making decisions for the other person that they don't agree with
	Forcing someone to do something they don't want to do

**SAY:**

- Girls who are in difficult relationships might feel that they can't talk to anyone, but it's important that they can find a trusted person/place they can turn to for advice – like the safe space.

GOOD TOUCH BAD TOUCH YOUNGER ADOLESCENTS

OBJECTIVE: Understand what the difference between good touch/ bad touch and good secrets/bad secrets

MATERIALS: Flip chart paper, markers, piece of fabric or large tape, A4 papers



REVIEW OF PREVIOUS SESSION

Good Touch, Bad Touch: (15 minutes)



SAY: I want you to share with you Nahla's story. Nahla is 12 years old. One day her mother sent her to her neighbour's house to borrow some sugar, but her neighbour wasn't there, instead there was someone she didn't know. This man told Nahla that he would give her some sugar ad invited her in to wait. The way the man was looking at Nahla made her feel uncomfortable. He started to get closer to her and tried to stroke her back. Nahla doesn't know if what happened is normal and what she can do.

Today we will help Nahla to know if what the man did was a good touch/look or a bad touch/look. Do you have any questions before we start?



SAY: There are different types of touches, some are good, others are bad and some can be confusing or unwanted.



DO: Give the girls three pieces of paper, on one paper they will draw a smiley face, on the second, a sad face and on the third, a neutral face. Tell them that these faces represent good, bad and confused touch. Draw an example for them.



SAY: I am going to say some types of 'touches' and I want you to put in the air the face that you think the touch represents.

Types of Touch	
Hugging	Back rubs
Kicking	Stroking
Kissing	Medical exam
Pat on the back	Biting
Punching	Holding hands
Pinching	Touching private parts
Tickling	Slapping



EXPLAIN: Some of these touches could be good touches or bad touches depending on the reason for the touch and how they make a person feel. A

good touch should make someone feel safe and happy. And a bad touch or a confusing touch can make someone feel sad or uncomfortable.

It is a bad touch if:

- Someone touches a girl on her body where she doesn't want to be touched.
- That touch makes her feel scared or worried.



SAY: Sometimes, we may be touched and it might not feel good, but it doesn't mean it is a bad touch, it means it's an unwanted touch. Such as if someone grabs you to keep you from harm (whilst crossing a dangerous road) or an examination by a doctor or nurse because you are sick.

Good Secrets, Bad Secrets (15 minutes)



EXPLAIN: Many times, the bad touches and looks are done by people who will ask the girl not to tell anyone, they will ask her to keep it a secret.



DO: Put a long line from one side of the room to the other (either a long piece of fabric, or tape). One end will be good secret, the other, bad secret.



SAY: I will read you some secrets. Each time I say the secret, you should stand at the end of the line show if you think it is a good or bad touch or in the middle if you don't know.



FACILITATOR TIP: After each statement ask them why they decided if it was good or bad.

Good and Healthy secrets	Bad and Unhealthy secrets
We will surprise our mother with a gift on her birthday. Don't tell her please	A boy saw his classmate stealing money from the teacher's purse and asked him not to tell anyone what he saw
My neighbor told me that his sister passed her exams and that they will organize a surprise party for her	A girl's neighbor kissed her on the cheek and asked her not to tell anyone about it
	A girl's uncle made her cry then threatened her not to tell anyone about it



EXPLAIN: Some of these secrets are good and healthy secrets and some of them are bad and unhealthy secrets.

It is a good and healthy secret when:

-
- It feels good to know this secret
 - The secret has a time limit (they have a beginning and an end and at some point, the secret will be made public)
- It could be a bad and unhealthy secret when:
- If someone tells a girl not to tell anyone (and not just for a limited time).
 - Someone threatens a girl that if she tells someone, something bad will happen.



ASK:

- What should a girl do if she experiences a confusing or bad touch? (Make sure that they say that they will tell someone they trust)
- What could Nada do?



FACILITATOR TIP: Get a caseworker to explain the services of case management to the girls. Give the girls the leaflet regarding case management services and explain to them that girls who face problems can talk to a case manager at the centre.

UNDERSTANDING DIFFERENT TYPES OF VIOLENCE FOR YOUNGER GIRLS:

OBJECTIVE: To learn more about the different types of violence
MATERIALS: Flip Chart and markers, stickers
FACILITATOR NOTE: <i>Girls need to remember:</i> <ul style="list-style-type: none">• No form of abuse happens by accident.• Abuse is not the fault of the person abused.• One of the reasons one person abuses another is to control them. Some abusers use their physical strength to force the other person to perform sexual acts.<ul style="list-style-type: none">• Abuse can happen once or many times by the same abuser.• Often abuse is a pattern repeated over time. <p>Some girls in the session may have experienced abuse or know someone that has. You should pay close attention to the behaviours and comments from the girls. Notice who seems quiet, disengaged or visibly upset and/or aggressive. Make sure you follow up with those girls after the session.</p>
 REVIEW OF PREVIOUS SESSION

Types of Violence (45 minutes)



SAY: Today we are going to talk about a difficult topic. We are going to discuss violence, especially violence against women and girls. Let's remember the group agreements discussed in the first meeting.

- Violence and abuse can happen to anyone, man, woman, boy, or girl but violence happens to females more often than to males.
- If girls want to discuss personal experiences of violence, they can approach me any time after the session so that we can discuss in a private space.

There are different kinds of violence, let's go through some examples:



SAY: Rozana is walking down the street and she sees a group of boys standing outside a shop. She crosses the road because she wants to avoid them. They start shouting at her, saying things about the way she is walking, the way she is dressed and the way she looks.



ASK: Is this a type of violence? If yes, what kind? If no, why not?



SAY: This is a type of violence called emotional violence: This is when someone makes another person feel scared through the words they use. Examples include: threatening to hit someone, yelling or shouting, saying hurtful things, or calling someone worthless or stupid (like in the story of Ahmed and

Sara). Stopping someone from seeing their family, parents or friends. Making comments about a girl's appearance or anything related to her body.



SAY: Miral's parents stopped her from going to school because they didn't think school was important for girls. One day, Miral tried talking to her parents about going back to school. Her mother told her that only her brothers were allowed to go to school and there was no use for Miral to attend.



ASK: Is this a type of violence? If yes, what kind? If no, why not?



SAY: This is a type of violence called denial of opportunities: Examples of this include when someone is stopped from attending school because she is a girl, or when someone is not given their basic needs such as water, food and shelter because she is a girl. Not being able to go to the doctor because she is a girl.
*Not being allowed something because of other reasons, such as lack of money or safety issues is different to being denied something because of being a girl.



SAY: Samira is 15 years old. One day when she came home from her friend's house, her mother told her that she has to get married next week to a man that requested to marry her. Samira doesn't want to marry this man but her parents told her that she has no choice.



ASK: Is this a type of violence? If yes, what kind? If no, why not?



SAY: This is a type of violence called forced marriage: this is when someone has to get married when they don't want to get married and they have no choice in the decision.



SAY: Ayra's mum and dad argue a lot at home. One day, Ayra was woken up at night as she could hear her parents shouting. She went to see what was happening and she saw her father hit her mother.



ASK: Is this a type of violence? If yes, what kind? If no, why not?



SAY: This is a type of physical violence: examples include hitting, pushing, using force to hurt or hold someone, or using any kind of material (i.e. hands, stick, harmful tools) to harm someone.



SAY: A friend of Nalin's brother came to the house and Nalin was home alone. The friend asked if he can wait for Nalin's brother to come home. Nalin did not want to be rude so she said it was ok. As he came into the house he tried to hold Nalin's hand.



ASK: Is this a type of violence? If yes, what kind, if not, why not?

This is a type of violence called sexual violence: examples of sexual violence include any unwanted kissing or touching of the parts of our body that are private.

Blame (35 minutes)



SAY: Sometimes, when a girl experiences the types of violence we mentioned, they might not want to discuss it with anyone.



ASK: What could be some of the reasons why girls keep this information to themselves? (Don't know who to trust, scared of the news spreading, judgement from people, think they are to blame).



ASK: What could be some of the reasons why it's helpful to share this information with a trusted person? (Feel you are not alone, they can help you find solutions and develop a plan).



ASK: Is the survivor of violence ever to blame for what happens to them? (Clarify it is never the fault of the survivor)



SAY: I will read out a number of stories and I want you to tell me who is responsible for the what happens:

Scenario 1: A man forgets his phone on a table in a restaurant. Someone steals the phone. Who is responsible? (*It is the responsibility of the person who took the phone, because it is a decision that person made*).

Scenario 2: A girl is walking home late at night. She is wearing tight trousers. A man comes and tries to grab her, she manages to run away. Who is responsible? (*The girls may say that the girl shouldn't be walking at night or wearing those clothes. It's important to emphasise that sometimes we can try to prevent situations by walking in groups or during the day (for our safety), but a girl is never to blame in this situation. The perpetrator made the decision to approach her, he is responsible*).

Scenario 3: A husband and wife are arguing because the wife did not cook dinner. The husband pushes the wife and she hurts her arm. Who is responsible? (*They may say that the woman is responsible as she should have completed her chores. It's important to tell them that under no circumstances is she to blame for being physically assaulted by her husband. There are different ways to solve problems*).

Scenario 4: A boy is walking home from school. He stops at the shop to buy a soda. When he leaves the shop a group ask him to give his soda. The boy says no, so the group beat him. Who is responsible? (*They may say that the boy*

should have handed over his soda. It is important to say that even if the boy could have done that, he is not to blame, the group made the decision to behave in this way).



KEY POINTS: The survivor is never to blame for the abuse that happens to them. Even if some people may think that the survivor could do something to prevent the abuse from happening, it's important to understand that the perpetrator has a choice not to abuse and the responsibility always lies with the perpetrator.

If a girl is being abused, it is never her fault. A girl should tell a person whom she trusts that she is being abused and that she might need help to stop it.

- If a girl does not know who to tell, caseworkers at the safe space can help. They will keep everything a girl says a secret and will help them come up with a plan to try and keep them safe.

UNDERSTANDING DIFFERENT TYPES OF VIOLENCE: OLDER ADOLESCENTS

OBJECTIVE: To learn more about the different types of violence

MATERIALS: Flip Chart and markers, stickers

FACILITATOR NOTE: *Girls need to remember:*

- No form of abuse happens by accident.
- Abuse is not the fault of the person abused.
- One of the reasons one person abuses another is to control them. Some abusers use their physical strength to force the other person to perform sexual acts.
 - Abuse can happen once or many times by the same abuser.
 - Often abuse is a pattern repeated over time.

Some girls in the session may have experienced abuse or know someone that has. You should pay close attention to the behaviours and comments from the girls. Notice who seems quiet, disengaged or visibly upset and/or aggressive. Make sure you follow up with those girls after the session.



REVIEW OF PREVIOUS SESSION

Types of Violence (45 minutes)



SAY: Today we are going to talk about a difficult topic. We are going to discuss violence, especially violence against women and girls. Let's remember the group agreements discussed in the first meeting.

- Violence and abuse can happen to anyone, man, woman, boy, or girl but violence happens to females more often than to males.
- If girls want to discuss personal experiences of violence, they can approach me any time after the session so that we can discuss in a private space.

There are different kinds of violence, let's go through some examples:



SAY: Rozana is walking down the street and she sees a group of boys standing outside a shop. She crosses the road because she wants to avoid them. They start shouting at her, saying things about the way she is walking, the way she is dressed and the way she looks.



ASK: Is this a type of violence? If yes, what kind? If no, why not?



SAY: **This is a type of violence called emotional violence:** This is when someone makes another person feel fear to gain control of them. Examples include: threatening to hit someone, yelling or shouting, saying hurtful things, or calling someone worthless or stupid (like in the story of Ahmed and Sara).

Stopping someone from seeing their family, parents or friends. Making comments about a girl's appearance or anything related to her body.

“ **SAY:** Miral's parents stopped her from going to school because they didn't think school was important for girls. One day, Miral tried talking to her parents about going back to school. Her mother told her that only her brothers were allowed to go to school and there was no use for Miral to attend.

? **ASK:** Is this a type of violence? If yes, what kind? If no, why not?

“ **SAY: This is a type of violence called denial of opportunities:** Examples of this include when someone is stopped from attending school because she is a girl, or when someone is not given their basic needs such as water, food and shelter because she is a girl. Not being able to go to the doctor because she is a girl. *Not being allowed something because of other reasons, such as lack of money or safety issues is different to being denied something because of being a girl.

“ **SAY:** Samira is 15 years old. One day when she came home from her friend's house, her mother told her that she has to get married next week to a man that requested to marry her. Samira doesn't want to marry this man but her parents told her that she has no choice.

? **ASK:** Is this a type of violence? If yes, what kind? If no, why not?

“ **SAY: This is a type of violence called forced marriage:** this is when someone has to get married when they don't want to get married and they have no choice in the decision.

“ **SAY:** Ayra's mum and dad argue a lot at home. One day, Ayra was woken up at night as she could hear her parents shouting. She went to see what was happening and she saw her father hit her mother.

? **ASK:** Is this a type of violence? If yes, what kind? If no, why not?

“ **SAY: This is a type of physical violence:** examples include hitting, pushing, using force to hurt or hold someone, or using any kind of material (i.e. hands, stick, harmful tools) to harm someone.

“ **SAY:** Nalin always goes to the same store to buy bread. One day, when Nalin tried to pay for the bread, the shopkeeper said she didn't need to pay. A week later, the same thing happened. Nalin was happy because she saved some money. But the third time she went, the shopkeeper asked Nalin if she will be his girlfriend. When she said no, he said to her that she cannot say no, because of all free bread he gave her.

? **ASK:** Is this a type of violence? If yes, what kind, if not, why not?

This is a type of violence called sexual violence: examples of sexual violence include rape, sexual favours in exchange for assistance, unwanted kissing or touching, and FGM/C.

Blame (35 minutes)



SAY: Sometimes, when a girl experiences the types of violence we mentioned, they might not want to discuss it with anyone.



ASK: What could be some of the reasons why girls keep this information to themselves? (Don't know who to trust, scared of the news spreading, judgement from people, think they are to blame).



ASK: What could be some of the reasons why it's helpful to share this information with a trusted person? (Feel you are not alone, they can help you find solutions and develop a plan).



ASK: Is the survivor of violence ever to blame for what happens to them? (Clarify it is never the fault of the survivor)



SAY: I will read out a number of stories and I want you to tell me who is responsible for the what happens:

Scenario 1: A man forgets his phone on a table in a restaurant. Someone steals the phone. Who is responsible? *(It is the responsibility of the person who took the phone, because it is a decision that person made).*

Scenario 2: A girl is walking home late at night after spending time at her friend's house. She is wearing tight trousers. A man comes and tries to grab her, she manages to run away. Who is responsible? *(The girls may say that the girl shouldn't be walking at night or wearing those clothes. It's important to emphasise that sometimes we can try to prevent situations by walking in groups or during the day (for our safety), but a girl is never to blame in this situation. The perpetrator made the decision to approach her, he is responsible).*

Scenario 3: A husband and wife are arguing because the wife did not cook dinner. The husband pushes the wife and she hurts her arm. Who is responsible? *(They may say that the woman is responsible as she should have completed her chores. It's important to tell them that under no circumstances is she to blame for being physically assaulted by her husband. There are different ways to solve problems).*

Scenario 4: A boy is walking home from school. He stops at the shop to buy a soda. When he leaves the shop a group ask him to give his soda. The boy says

no, so the group beat him. Who is responsible? *(They may say that the boy should have handed over his soda. It is important to say that even if the boy could have done that, he is not to blame, the group made the decision to behave in this way).*



KEY POINTS: The survivor is never to blame for the abuse that happens to them. Even if some people may think that the survivor could do something to prevent the abuse from happening, it's important to understand that the perpetrator has a choice not to abuse and the responsibility always lies with the perpetrator.

If a girl is being abused, it is never her fault. A girl should tell a person whom she trusts that she is being abused and that she might need help to stop it.

- If a girl does not know who to tell, caseworkers at the safe space can help. They will keep everything a girl says a secret and will help them come up with a plan to try and keep them safe.

WHAT CAN GIRLS DO IF THEY EXPERIENCE VIOLENCE?

OBJECTIVES: Help girls develop strategies for potential scenarios that they might face

MATERIALS: Flip chart paper, markers, scenarios



REVIEW OF PREVIOUS SESSION

How to Say No (15 Minutes)



DO: Tell the girls to stand in a circle.



SAY: After 3, we will all yell 'NO' as loud as we can.



DO: When the girls have finished, ask them to each individually yell 'NO'.



ASK:

- How did it feel to yell 'no'?
- If girls are feeling threatened by someone, can yelling not be a helpful thing to do?



EXPLAIN: if there is nobody close by who will hear the girl yelling, it might not be helpful to yell. This could annoy the aggressor and make the person even angrier.

Response (35 Minutes)



DO: Split the girls into three groups and ask one girl to volunteer to read the scenarios (if no girls can read in the group, read the scenario for the group).

Ask them to discuss the steps they would take to deal with the scenario they have been given.

1. How should the girl react in that situation?
2. Should they tell anyone? Who? What can they say?

When they have finished, they can describe their scenario and solutions to the wider group.

- Nadia and her friends are followed by some men on the way to school. The men start to make comments about the way the girls are dressed, the way they talk. They are very rude. Nadia and her
-

friends are beginning to feel scared. *(Think about safety plan/safer routes)*

- Rabia and her sisters moved to a new village with their mother. They live with their uncle. Rabia's uncle makes her feel very uncomfortable; he is always making comments about the way she looks. Rabia does not like to be alone with her uncle and tries to avoid this as much as possible. *(Think about how to avoid being alone with him).*
- Maya's situation at home is very difficult. She lives with her mother and younger sisters and her mother is very ill and cannot go to work. Someone much older in the community, who makes Maya feel uncomfortable, tells her that he wants to help. He says if she becomes his girlfriend, he will help her and her family. *(Think about who she can ask for advice).*



GIRL CHAT: Are these situations realistic to what girls actually experience? What other situations do girls face and how could they respond to those?



KEY POINTS:

Girls should try to find someone they trust to discuss issues related to violence that they might face. They can also speak to a Caseworker at the safe space or call the hotline.

FEMALE GENITAL CUTTING

OBJECTIVES: Understand what the effects of FGC are and where to seek help

MATERIALS: Flip chart paper, markers, diagram of vagina

FACILITATOR NOTE: This topic only needs to be done with girls if FGC is an issue in their community



REVIEW OF PREVIOUS SESSION

What is Tradition? (20 MINUTES)



ASK:

- What does tradition mean to you? [A belief or behaviour passed down within a group or society with special meaning and based in the past.]
- Are traditions easy to change? [No]



ASK:

- Are any of these traditions harmful? What are some harmful traditions? [e.g. child marriage, son preference, dowry system, FGC, etc.]

Introducing Female Genital Cutting (20 MINUTES)



ASK:

- What is female genital cutting? [Female genital cutting is the cutting of a woman or girls' external reproductive genital organs.]

Remind girls of the female external genitalia discussed in the previous RH session and show them the diagram of the vagina.

- What are the names of female external genitalia? [labia, clitoris, urethra]

FGC Story Discussion (35 Minutes)



READ: Amina just turned 11 years old. Her mother told her that in a few weeks, Amina will have to visit a nurse to have her private part cut as it is part of the tradition.



ASK: Have you heard similar stories in your community?



READ: Amina's mother told her that it is important for Amina to do this because if she doesn't, no one will ever marry her, she will not be able to have babies and she will be haram if she is not cut.



ASK: Have you heard similar things about FGC? What other things have you heard?



READ: Amina does not want to be cut, she is confused and wants to have more information. She tells her mother about her worries but her mother tells her that this is the culture, she must do it.



ASK: Have you heard about girls who do not want to be cut? What happens to these girls?



READ: Amina speaks to a health worker who gives her the facts about FGC. The health worker tells Amina:

- Girls are in danger of blood loss and infection during and after being cut
- Girls who have FGM are in more danger of complications during child birth
- It is against the rights of a child
- FGC is not a religious practice- it is a traditional practice
- It is illegal in the Kurdistan Region of Iraq
- Pain during menstruation and urinating



ASK: What can a girl do if she has been cut and is having health problems? (he should go to the nearest health clinic. A girl can also consult her female peers who can support her to these health facilities).



GIRL CHAT: What can we do to raise awareness on FGC in our communities?

CHILD MARRIAGE

OBJECTIVES: Understand the consequences of early pregnancy. Understand what marriage means for the future of a girl

MATERIALS: Flip Chart and markers, stickers



REVIEW OF PREVIOUS SESSION

What Does Marriage Mean? (45 minutes)



SAY: Today we are going to talk about marriage.



ASK:

- What is marriage?
- What are some of the reasons why a girl might get married?



SAY: • Marriage is something that many people do.

- It is when two people come together to start a life and a family together
- Marriage can be a good thing and it can also be very difficult.
- It's very important to understand what responsibilities marriage brings.



DO: • Split the girls into small groups. The girls will draw images of a day in the life of a married girl and an unmarried girl. Allocate half the groups the married girl and the other half, the unmarried girl. They will then come back and explain it to the group.



ASK: What is the daily life like for a girl who is not married?

What is the daily life like for a girl who is married?

How does she spend her day, what chores does she have, does she have free time for herself, who does she have to take care of, what other responsibilities does she have?



EXPLAIN: There are many responsibilities that come with marriage and if a girl is prepared, this can be a very difficult time for her.

Early Marriage Stories: (30 Minutes)



SAY:

- There are very important things for girls to do before they get married.
- Marriage and building a family can be difficult and for it to be a good marriage there is a lot of information to know.

I am going to read you some scenarios and then in small groups, you will decide how you will advise the girls in the stories.

Scenario 1: Soha's Story

When my parents asked me if I wanted to get married, I said yes! When I was younger and I saw other girls getting married I wanted the same. I wanted to have a nice wedding dress and have a celebration. I also thought I would have more freedom once I was married. But when we married and I moved to his house, I was told to cook and clean all the time. I had children and did not have time to do anything else. I was tired and missed my old life.



ASK: Imagine you are Soha's friends and before she got married she told you of her plan to marry. What advice could you have given her? (Give the groups a few minutes to discuss, then ask them to present their answers).



KEY POINT: When a girl marries young, she might not have any time for her friends and she might have difficulty raising children. Girls can feel sad and lonely. Girls might also experience health problems because of pregnancy.



Scenario 2: Hanan's Story

I got married at 16 years old because life was difficult at home. My family couldn't afford for me to go to school and didn't have enough money to take care of me and my siblings. So they made me get married. I got pregnant straight away and my pregnancy was not easy.



ASK: Imagine you are Hanan's friends and she comes to tell you that her parents want her to get married. What advice would you give her? (give the groups a few minutes to discuss, then ask them to present their answers).



KEY POINTS:

- Physically younger girls (below 18) are not as developed as adults. Parts of their body are still growing, parts like the pelvis which need to be fully grown to be able to deliver a healthy baby.
- Young girls are at greater risk of weak blood or dangerous fits during pregnancy which can lead to exhaustion, infection, injury and sometimes death.
- Young girls are also at high risk of delivering babies too early before the baby is ready to come out.

Scenario 3: Aliya's Story

Aliya was married when she was 24 years old. She finished her education, she was ready to take on the responsibility of marriage and her body was fully developed to be able to have children. Aliya made sure that all her children were able to have an education and she was able to educate them on many important things in life.



SAY:

- A girl must grow and develop and become ready and able to take the responsibility of a home and raising children.
-

-
- A girl should marry when they have taken their full rights to education and work, if she wants to. Also, she will know herself better if she marries later.



ASK: If a girl is in a situation where she is being forced to get married, who can she ask for help?

Girls' Rights in Iraq:

The minimum age of marriage in Iraq is 18 years old. Sometimes, decision makers might use a certain part of the law to marry girls earlier than 18. This is sometimes done through a law in KRI where girls between 16-17 can be married if their legal guardian consent to the marriage and for the rest of Iraq it is between 15-17.



EXPLAIN: Ask the Case worker to explain case management and the services offered at the safe space.

OUR CHALLENGES, OUR SOLUTIONS

OBJECTIVE: Identify potential risks in their environment. Identify key safety issues and how to stay safe in certain common situations

MATERIALS: Flip chart paper, markers, A4 paper, coloured pens, pencils, safety maps, paper



REVIEW OF PREVIOUS SESSION

Where we Live (50 Minutes)



SAY: Many girls your age can face difficult situations that can affect their safety. Today, we will think about the ways girls can help to better protect themselves.



DO: Split the girls into groups based on how close they live to each other; ask them to draw a map of where they live (the places they visit a lot in their daily activities). Have a maximum of 5-6 girls in each group so that they can all easily access the map.



SAY: Imagine you are on top of a big hill, seeing your community from above. Where are the places you visit, the roads you walk on? Starting from your home and including all the places you visit during the day. Go through the steps with the girls.



DO: Ask them all to put their homes on the map, when they have done this, now ask them to think about when they leave their homes, the places they see along the way, ask them to add these things one by one.



SAY: I want you to draw all of these places on a flip chart in your group.



DO: Once they have finished drawing, ask them:

Where are the areas in the community where girls might not feel safe? Ask them to put an X on those places. Once they have finished, ask them to put down the places where they do feel safe (in a different colour)



DO: Bring the girls back to the wider group when they finished and ask them to present their maps.



ASK:

- What did you learn about the different safety issues for girls where you live?
- What can a girl do to protect herself in these situations?

Do's and Don'ts for Keeping Safe (30 minutes)



SAY:

- Feeling safe is important to everyone but sometimes girls can be more at risk than women, boys or men.
 - But girls are strong.
- They know how to help each other and they want to keep themselves and those they care about, safe.
 - In the last session many girls mentioned places where it is not safe in the community.



DO: • Ask them to get back into the group from the previous session. Ask them to choose one situation they identified on their maps as unsafe.



SAY: Once you have chosen one situation that was marked as unsafe, think about the things girls can do to protect themselves from this risk.



DO: Ask them to present back to the group and make sure that you clarify any dangerous strategies (keep a knife, confrontation, kill him, kill myself, don't speak up, respond to his desires, change the way I dress).

Reinforce good strategies (tell someone I trust, tell caseworker, call hotline number, scream, don't be alone on public transport, ask a friend/ relative to come with me).



Below is a list of Do's and Don'ts, remind the girls of the ones that they don't mention.

Do's	Don'ts
• Always let someone you trust know where you're going and what time you should be home.	• Walk by yourself at night.
• Walk in well-lit areas with lots of people. Avoid dark, quiet areas, especially going to the toilet at night.	• Don't accept rides from strangers.
• Remove or hide harmful tools that could be used to hurt someone.	• Tell strangers personal details about yourself (e.g. where you live or work, your phone number).
• Move in to a room where you can escape or others can hear you.	• Don't let strangers or people you don't know enter the house, especially when you are alone.
• Agree with friends/sisters/etc. to make a specific sound when help is needed.	• Don't carry too much money or valuables with you.

• **If you have to visit someone who makes you feel uncomfortable, ask your sister/ other trusted person to come with you.**

• Don't do things that make you feel uncomfortable, even if your friends try and convince you that it is a good idea.

• **Let someone you trust know if anyone in your community makes you feel uncomfortable**

• Do not accept gifts from people who might try to ask you for favours.



GIRL CHAT:

If girls are unsure about what to do, who can they ask for advice (make sure they mention Case/Social Workers).

PEOPLE I TRUST (MY SAFETY NETWORK)

OBJECTIVES: Identify personal safety network. Understand what case management is

MATERIALS: IEC materials, flip chart paper, markers, A4 paper, coloured pens, pencils



REVIEW OF PREVIOUS SESSION

Explaining Case Management (20 minutes)



SAY: Today we are going to use our imagination. I want you to walk in the room without looking at each other. Let's forget that we are in this location and try to follow the story I'm going to tell you now...



FACILITATOR TIP: Give girls in the following activity some pauses between each sentence so that they can take their time to imagine what you're telling them.



Let's walk around the room. Imagine that you are walking in nature. The weather is amazing today! The sky is blue and the sun is shining. You can feel the breeze on your skin. You can see colorful balloons in the sky. Some of these balloons are small and some others are big.

While walking, I want each one of you to catch, a small balloon if you're feeling good today and a big balloon if you're not feeling very comfortable today by the balloon string.



FACILITATOR TIP: do not ask girls to identify the type of balloon they chose.



SAY: After catching the balloon let it go back in to the sky and keep walking until everyone starts walking in one circle.



ASK:

- How did you feel while walking?
- What could make girls catch a small balloon? What about the big balloon? (What are the things that can make a girl feel good? What are the things that can make her feel uncomfortable?)



EXPLAIN: Sometimes, girls wake up in the morning and feel very good. Some other times, girls feel like catching a big balloon because they don't feel good or comfortable. These girls might have some concerns or challenges they wish to talk about because each big balloon can turn into a small one, but maybe they don't know who they can talk to.

In our program, someone is trained to listen to the concerns of girls in a very confidential safe space, where any girl can freely express and open up around anything bothering her.

People I Trust (40 Minutes)



SAY: In the last session, we talked about do's and don'ts to help protect us from the main dangers girls in our community face. Now we are going to work on understanding who are the people around us that we trust.



DO: Give each girl some coloured pens and an A4 paper.



SAY: Draw a circle in the middle- this is you. Now draw some circle around you. These circles are the people that you trust and can turn to if you experience a problem. Maybe you will have only one person (circle), maybe 10. It's important to put all the people that you trust here.

Next to these circles, you can put how these people supports you (or draw it). Maybe someone can give you advice, another can give you information, someone else, a safe place to go if you need help etc.

This is your paper, you can add anything you want, you can do this by writing or drawing.



SAY: I'm going to list a few things that a girl can do if she experiences any of the types of violence we have discussed:

- A girl can talk to a parent, trusted adult or friend
- A girl can tell a caseworker or someone else you trust at the safe space.
- A girl who has experienced physical or sexual violence should tell someone she trusts to help her seek medical attention if it is required (3 days/72 hours) because this can help prevent health related consequences
- A girl should never blame herself for any violence/ abuse that she experiences



SAY: Now we have discussed what to do to stay safe. Even though a girl takes these measures to protect herself, she still might experience violence. But we can make a referral to a caseworker to discuss these issues with girls.



DO: Ask a caseworker to explain in detail the role of a case worker.

DO: Distribute the IEC materials to the girls and the hotline number.



FINANCIAL EDUCATION AND LEADERSHIP



WHY SAVE?

OBJECTIVE: Girls will understand the importance of saving

MATERIALS: Flip chart paper, markers, A4 paper, coloured pens, pencils, community map, ball



REVIEW OF PREVIOUS SESSION

OUR DREAMS: (15 Minutes)



SAY: I want you to close your eyes for just a moment, and think about how old you are now. How old will you be in five years? Think about yourself five years from now. Where are you living? What are you doing?

Now, I want you to think about one thing you want to achieve in five years' time. Got it?



DO: Make sure that all girls have thought of at least one dream. Then, ask 3–4 volunteers to share their dreams.

Then make the connection between the girls' 'dreams' and financial education.



SAY: Now that we have all thought about some of our dreams, I want everyone to stand up and clap if reaching your dream will involve having some money.

As we can see, most of our dreams need some money to be reached. So we need to be smart about how we earn, spend, and save our money so that our dreams can come true.

The Steps to Saving (35 Minutes)



SAY: Today we will start by talking about putting money aside because it is the key to being clever about money. We call "putting money aside" saving. So let's start with a short activity to find out a little more about what managing money really means



FACILITATOR TIP: For the game below, make sure to keep the group moving. If you stop to discuss each statement, the time needed for the activity will increase greatly. Keep the group moving to keep the energy of the game!



SAY: I am going to say a series of statements and ask you to stand up for each one that is true for you.

Stand up if you:

- Walked here today
- Are wearing green
- Never saved money before
- Like to spend money
- Know how much you spent on food last week
- Wish you had more money
- Are saving for something specific you want
- Think saving is important
- Think saving money is difficult



ASK:

For those of you who think that saving is important, why do you think so?
[Helps you use your money better, helps you depend less on other people, makes you feel secure when you have a problem and need money, helps you to plan for the future and achieve those plans.]

Why is saving money difficult?

[Do not have regular income, do not have any extra money, give any leftover money to parents for household expenses, spend extra money on things like sweets or make-up, do not have a safe place to keep money aside.]

What would make you want to save money?

[Take care of personal needs/wants, avoid depending on other people, be able to make own decisions, help out family in household needs.]

What would make you not want to save money?

[It is not safe to save, you can lose your money, money is too little to save, don't know how to save.]



EXPLAIN:

Managing money involves all these things:

- saving money
- spending money
- planning how you will spend your money, and
- keeping track of how you spend your money.



SAY: Since most of us do not have enough money to pay for everything we need and want, we have to make choices about what we will buy and what we won't. We try to save for things we will want in the future. We figure out how to stretch our money to cover the necessary expenses we face. It can be hard.

Pass the Ball (10 Minutes)



DO: Ask participants to stand and form a circle.



EXPLAIN: I (the facilitator) will say a sentence that is unfinished and throw the “ball” (ball of string, rolled up sock, or balled up paper) to someone in the circle. That girl has to repeat the beginning part of the sentence you have started and “answer” it, or complete the sentence.

For example: Facilitator: ‘Girls my age save money to...’

Girl: Girls my age save money to buy a new shirt

After answering, the first girl will toss the ball to another girl in the circle who has to repeat the same sentence beginning and provide her own ending. The game will finish when girls have no more ideas to suggest.



SAY: Girls my age save to _____

What are Your Priorities? (30 Minutes)



EXPLAIN: You have named many different reasons to save. Most will relate to one of the following “main reasons” (or “categories”) for saving.

1. The first main reason is: personal or family use, which can include food, clothes, rent, or snacks. What are other examples of “personal or family use”? [Sanitary towels, lotion, books, etc.]
2. The second main reason is: emergencies, those unexpected events that we need to deal with right away. Some examples are illness, accidents, or natural disasters. What other emergencies can we save for? [Theft, parent loses a job, move unexpectedly to a new location, etc.]
3. The third main reason is: future opportunities, like those ideas some of you have for the future. We can save to meet these goals. We might save money for school fees, to get training in a skill or trade, for a special occasion.



DO: Assign a place for each of these three main reasons in the room. When you have pointed out the three places:



SAY: Your job is to decide which of these main reasons, to save is the most important for you. Choose one, and go stand in the location assigned. You have 15 seconds to make your choice and move!

Once everyone has moved to their place:



SAY:

Now, spend two minutes sharing with the others who have chosen the same priority why you think this reason to save is the most important.

Select a volunteer from each group to explain to everyone why they chose the category they did.



Ask the other two groups:

Do you agree? Why or why not?



EXPLAIN:

You might have guessed by now that there is no wrong answer for which of these categories is the most important. They are all good reasons to save, and the importance depends on the individual's or family's needs and wants. The level of importance might also change over time. But in reality it can be difficult to save for all three. Sometimes you have to decide what is most important to you.

CHOOSING OUR SAVINGS GOAL

OBJECTIVE: Understand what goals are and how to set goals (both long and short term)

MATERIALS: Flip chart paper, markers, A4 paper, coloured pens, pencils



REVIEW OF PREVIOUS SESSION

What is a Goal? (20 Minutes)



ASK: Do you remember your dreams about the future from the last session in financial education? These dreams about the future can be turned into goals. A goal is something you want to achieve in the future, that is realistic and achievable through some hard work and planning.



EXPLAIN: I am going to read a short story about a girl your age. Her name is Mira. As you listen to the story, pick out her goals on money.



Mira's story:

Mira is 16 years old and lives with her mother. Her older sister, Manal, is married and lives in another town, a few hours away. Manal just had a baby girl and Mira wants to visit her sister. Mira will need money for transportation and a small gift for the baby. She has some money saved up but she doesn't want to use this money as it is going towards saving for her salon business that she wants to start. She hopes her neighbour will employ her to work extra days doing tutoring so she can get the money she needs for her trip.

When you have finished reading the story



ASK:

What are Mira's savings goals?

[Transportation to her sister's town, a gift for her sister's baby, money to start a small business]



Which of her savings goals can be met within a few weeks?

[Transportation money, the baby gift]



Which savings goal will take a longer time?

[Money for a business]



What can Mira do to meet her goals?

[Ask for many different solutions from participants such as different jobs she could do, expenses she could cut down on, etc.]

What are Your Savings Goals? (20 Minutes)



EXPLAIN: Like Mira, many of you hope to achieve something by saving. First, close your eyes and think of one savings goal you have that you can achieve in a short time – within the next 1-2 months. Got it?

That is your first goal.

Ok, keep it in your mind for just a moment! Now think of a different goal, something you want to be able to purchase that will probably take 1-2 years to save for. Turn to your neighbour and share with each other your two goals.

Check girls' understanding by asking for some examples of their first and second savings goals. After asking 3–4 volunteers;



EXPLAIN: The first savings goal you just thought of – the goal that will take you a few months – can be called a short term goal. You can achieve short term goals in a relatively short amount of time.

The second saving goal you just thought of- the one that will take a year, or more – is a long term goal. This goal is like a big dream that you can achieve some time in the future with planning and hard work.



GIRL CHAT:

How can having a savings goal help you to save?

[When you are saving for something that you really want, or that is really important to you, you are motivated to save and have discipline to control your spending.]

MAKING A SAVINGS PLAN

OBJECTIVES: Understanding how to make a savings plan

MATERIALS: Flip chart, markers



REVIEW OF PREVIOUS SESSION

Savings Plan Example (15 Minutes)



EXPLAIN: Today we will learn how to make a savings plan. First, you will each be assigned a savings goal for this activity.

Your group needs to work together to answer three questions

- 1 How much money do you need for this savings goal?
- 2 How much money do you think you can save each week toward this goal?
- 3 How many weeks will it then take you to reach this savings goal?



SAY: Gather around me so we can do an example together. For example, let's say that a girl like you has a savings goal to buy a new dress from the bazaar.



ASK: How much might it cost? (Accept a reasonable answer, write it on the flipchart), then:



ASK: How much money do you think a girl like you might be able to save each week?



FACILITATOR TIP: Allow some discussion from girls, and come to an agreement on a realistic amount for an average girl to save each week.

Write the weekly savings amount that you have agreed upon on the flipchart. Then,



ASK: Now, how many weeks would it take for her to reach her savings goal? Girls should be able to calculate based on the information on the flipchart.

EXAMPLE: If the girls say that the dress will cost IQD 10,000, and they can save IQD 1000 each week, then the number of weeks to reach their savings goal is $10,000 \div 1000 = 10$ weeks.



EXPLAIN: We have just made a savings plan for a girl like us who wants to buy a new dress. Now, do the same for the savings goal you have been assigned.

Savings Plan: (25 Minutes)



DO: Separate the girls into groups of three or four (make sure there is one girl in each group who is literate and numerate). You can do this by asking a girl in each group to volunteer to do the writing in the group.

Assign each group of girls one of the objects from below:

Necklace	Scarf	Shoes
Knitting yarn	Copy book	Body Lotion
Shampoo	Handbag	Mobile



SAY: Together, you will need to:

- Decide how much money you will need for your savings goal in total.
- Agree on how much money you could save each week.
- Using that number, decide for how many weeks you will need to save in order to reach your savings goal.

Allow about 10 minutes for girls to discuss in their groups.

Review Savings Plans (15 Minutes)



DO: When girls have had about 10 minutes to create their savings plans, ask a few groups to describe their saving goal and their savings plan to reach that goal. Ask the others for comments. Use the following questions to prompt comments if everyone is silent.

- Is their price realistic?
- Is the amount they plan to save each week realistic?
- What could you do if you needed to reach your savings goal faster? [Save more each week; change the goal to be less costly.]



ASK: How do you think a savings plan can help you to save?

Allow girls to discuss the topic, and encourage them to save for their goals in their own lives!

RISKY INCOME: OLDER ADOLESCENTS

OBJECTIVE: Girls understand the risks associated with certain types of income

MATERIALS: Flip chart paper, markers, A4 paper, coloured pens, pencils, ball

FACILITATOR NOTE: It is possible that adolescent girls might get money from sources that may put them at risk to certain types of violence. Therefore, this session could be sensitive to facilitate and could lead to disclosures.



REVIEW OF PREVIOUS SESSION

Risky Income (45 Minutes)



DO: Ask the girls to make a circle and passing the ball between them, ask them to say a way a girl gets money (i.e. from family, work, friends etc.)

When they have finished, ask:



ASK: Do you think it matters where girls get their money from?
From the different ways that girls get money, which are some that might have some risks to them?

For each of the risky sources of income mentioned:



ASK: What makes this way of getting money risky? What can girls do to avoid some of these risks?

If “from men” or “from boyfriends” does not come up,



GIRL CHAT: What are the risks in girls getting money or other gifts from people that they know?



ASK: If girls had their own money that they kept aside as savings, how would that change the way she gets money from other people?

Risky Income Scenarios: 30 Minutes



SAY: I am going to read a number of stories. After each story, I want you to discuss in pairs, what the pros and cons are from the income the girls are getting in the story. Then we will share our ideas in the group.

Nazdar has a friend who is male. He always buys her gifts and when there is something she needs but doesn't have money, or if her parents say no to giving her the money, she asks her friend.

Karin's friend, Ciwana always has nice clothes and shoes. Recently, Ciwana showed Karin that she got a new mobile phone. Karin knows Ciwana's situation at home is difficult and asked her where she got the money to afford these nice things. Ciwana tells Karin that she can also have nice things if she wants. She tells Karin that she can introduce her to someone who will buy her the things that she wants.

Gilya works as a tutor at a house nearby to where she lives twice a week. She needs to earn some extra money to pay for a gift for Mother's Day. She asks the family she does tutoring for if she can have a few extra days a week for the next few weeks to save for the gift. The man tells her that he can give her some extra money, but not for tutoring. He says if she comes and has tea with him a few days a week, he will give her money.



EXPLAIN:

- When other people apart from parents give girls money, there can be an expectation that they will get something back. In many cases, what is given back is work. If girls do tutoring, work in a salon or work at an NGO, in exchange they get paid an amount of money for example.
 - However, girls get money that is not in exchange for work, especially if it comes from people that they know, there may be an expectation that maybe girls will give something back.
 - When girls are in this situation, or feeling like they "owe" someone something for the money or gift that they were given, it may be hard to say no to a request.
 - Let's be aware of these kinds of expectations before we accept money or gifts from people we don't know.
 - Therefore, we can try to think about our savings as a way that we can use our own money so that we do not have to depend on these gifts or money from men for our daily needs.
-

I WANT, I NEED

OBJECTIVES: Understand the differences between needs and wants

MATERIALS: Flip chart paper, markers, A4 paper, coloured pens, pencils, tape



REVIEW OF PREVIOUS SESSION

Body Writing (10 Minutes)



SAY: We are going to write the letters of two words with our bodies. Ready? Follow me!

Show the girls how to write the word “needs” with their head. Tell them to move their head in the air to ‘write’ the letters the way they would move a pen on a piece of paper. After, show the girls how to write the word “wants” with their knees. Have fun making the letters and acting silly!



EXPLAIN: We spend money on many things. Some of these things are necessary for our survival. These things are called NEEDS. Others are things that we want, and when we buy them, we are happy. We call these things WANTS. Today, we are going to discuss the difference between the things that we want and the things that we need.

Needs and Wants (30 Minutes)



SAY: I want you to imagine a line now between this side of the room and that side of the room. One end of the line represents our NEEDS. The other end represents our WANTS.



DO: Choose two places in your room or area to represent “wants” and “needs” so that girls can form a line between the two places. Place signs and also use tape for the line if possible



SAY: I’m going to say an expense, something that we could spend money on. Your job is to decide if this expense is a WANT or NEED.

If you think that the expense is only a need, place yourself close to the object that represents NEEDS. If you think that the expense is only a want, place yourself close to the object that represents WANTS. But if you are not sure, or you think that in some cases, the expense could be either a want or a need, place yourself somewhere in the middle of the two objects.



DO: When you are sure everyone understands the game, read the following expenses, one at a time. After each expense, give the girls time to place themselves along the line of wants/needs.

1. Water	2. A second pair of shoes
3. Top up for your mobile	4. Sweets
5. Food	6. Savings in case of emergencies
7. Sanitary towels	8. Medicine
9. Hair products	10. New scarf



FACILITATOR TIP: For the game above, make sure to keep the group moving. If you stop to discuss each statement, the time needed for the activity will increase greatly. Keep the group moving to keep the energy of the game! When finished:



ASK: Are needs and wants the same for everyone? After 2–3 girls have had a chance to answer,



SAY: Needs and wants are often different for different people. But to manage our money well, we have to decide what needs and wants are for us. The key to saving is making good decisions about spending our money. If you can spend less money and save even just a little bit, you will attain your savings goals in the end. Your short term loss can become your long-term gain.

The Story of Manal and Rusul 45 Minutes



For one of her jobs, Manal works with her friend Rusul as a tutor at an after school club. The two girls each make IQD 25,000 a month. Rusul spends all of her money each month. Everyone thinks that Rusul makes more money than Manal because Rusul is always wearing new clothes and shoes. She takes many taxis, while Manal walks. Rusul often buys sodas at the local shop, while Manal drinks water or tea at home. Rusul also buys makeup whenever she has some money in her pocket. She never saves money.

Since Manal started attending her savings group, she saves IQD 5,000 a month. It has not been easy; she has had to cut down on spending money a lot. She has even decided to wait a few months before buying a new pair of shoes. Even though she still buys snacks for her baby cousin and gives money to her mother, she has found that it is possible to save some money by thinking about the difference between her wants and needs.

In small groups, think about the following:

How much does Rusul make each month and how much does she save?
How much does Manal make each month and how much does she save?

How does Rusul manage her money?
How does Manal manage her money?

In your groups, make a role play on the story of Rusul and Manal and in the role play, imagine that Rusul has come to Manal for advice. What kind of advice can Manal give Rusul?

Once the groups have finished performing their role play:



ASK: Was the advice Manal gave Rusul realistic?

MAKING SPENDING DECISIONS

! Start thinking of the female role model for upcoming session

OBJECTIVE: Understand how to make spending decisions

MATERIALS: Flip chart paper, markers, A4 paper, coloured pens, pencils, small pieces of paper



REVIEW OF PREVIOUS SESSION

Our Spending Decisions (30 Minutes)



DO: Ask the girls to sit in a circle or gather around so that everyone can see. Give each girl 10 pieces of paper and tell them that each one represents 5,000 Iraqi Dinars—so take care of them!



SAY: We are going to play a game called the Spending Game. In this game you are going to have number of opportunities to spend the 25,000 IQD I have just given you. Each of you will make your own choices—and there is no right or wrong way to spend your money.



SAY: I want all of you to imagine that it is Saturday and you have decided to go to the bazaar to buy a gift for Mother’s Day. You each have 25,000 IQD that you earned from tutoring over the last two months — and you will now have a number of opportunities to spend it.



FACILITATOR TIP: As the girls spend money, make a note of what each one buys from you.



- You are walking to the bazaar, it is very far and it is hot and your feet are tired. A taxi driver asks if you want a ride to and from the bazaar—it costs 5,000 IQD for a return trip. Pay me 5,000 IQD if you accept her offer and then take a quick drive to the Bazaar (or just keep walking on your tired feet).
- You arrive at the bazaar (in the taxi or by foot) and you see that some of your friends are already there. Your best friend asks if you have enough money to buy you and her something to eat. Pay me 5,000 IQD if you decide to buy you and your friend some lunch (or just tell her that you are not hungry and keep moving).
- While you are going towards your favourite shop a street vendor catches your eye. He has some very attractive dresses for sale—and matching sandals that you know your mother will love. The price is only

ASK:

- What did you end up spending your money on? And did you save any?
 - How did you make your decisions?
 - Are you happy with how you spent your money?
-

THINK ABOUT THE FUTURE

OBJECTIVES: Understand income and expenditure and how to plan for the future

MATERIALS: Coloured pens, paper



REVIEW OF PREVIOUS SESSION

Pejna's Story: 20 Minutes



SAY: Today, we will think about the future – money coming in and money going out. Another way to say this is income and expenses.

I am going to read you a story about a girl called Pejna. When I have finished, I will ask you some questions:



Pejna's Story:

Pejna loves listening to the radio and she is lucky because her aunt gave her a radio as a gift for her birthday but the radio is only operated by batteries. In the beginning, Pejna listened to the radio a lot, but the batteries would finish in a few days. So Pejna started to limit how often she listened to the radio.

Pejna works one or two days a week, helping her aunt at her salon. She earns about IQD 2,500 a day. Each week, Pejna thinks about what she needs to spend money on, like food, medicine or sanitary towels. She puts some money aside for these items. The rest of the money goes into a savings group she has with her friends. She is saving that money to buy a sewing machine to set up her own business.

But sometimes she will keep a little extra money at home, just in case she fails to get work in the coming week. However once in a while, Pejna finds herself with a small amount of extra pocket money, and only then does she go to the shop to buy new batteries to listen to her radio.



ASK: How does Pejna earn money? [Helping her aunt.]



ASK: How does she manage the money she earns (her "income")? [Thinks about her expenses for the week first, saves with her group, saves a little at home for her batteries when possible.]



ASK: Why doesn't Pejna listen to her radio more often? [She does not have enough money for batteries.]



ASK: How does planning ahead help Pejna? [She can meet her needs, and save for some of her wants.]

Rania's Story: 30 Minutes



SAY: Now we are going to meet Rania and help Rania make some decisions about her income and expenses.



SAY: Rania works three days a week and earns IQD 10,000 a week for her work. Rania wants to save some money for a bicycle. But each week, Rania finds it difficult to save money.



ASK: What could be some of the reasons that Rania finds it difficult to save money?



SAY: Each week, Rania spends all over her money. She gives money to her mum for food and other household items. With the remaining money, she spends it on clothes, her hair and eating with her friends. At the end of the week, she realises she has no money left to put aside for her bicycle.



ASK: What could Rania do to be better at organising her money?



SAY: Six months pass and Rania has still not saved even one Dinar for her bicycle. She asks her friend, Rasha for advice. Rasha tells Rania to make a list of all the things she needs to spend money on each week and a list of things she doesn't need but wants to spend her money on. Rasha says that Rania should think about her 'wants' list and what is really important and not important. Rasha also tells Rania that she should put a small amount aside each week for her bicycle, at the beginning of the week so that she is not tempted to spend it.



ASK: What other things could we advise Rania?



GIRL CHAT: What are some specific things that could make Rania think about money more like Pejna does?

SAVE REGULARLY

OBJECTIVES: Understand the importance of saving regularly

MATERIALS: True and false signs, flip chart paper, markers



REVIEW OF PREVIOUS SESSION

True or False? 30 Minutes



DO: Ask for two volunteers to stand in two places at the front of the room. Tell everyone that one girl represents “True” and the other represents “False.”



EXPLAIN: We are going to play a game where you will have to stand up and go behind one of these girls. For each statement, you must decide if you think it is true or false. If you think the statement is true (point to the girl representing “True”) stand behind your friend here. If you think it is false (point to the girl representing “False”) stand behind your friend here. If you are not sure, make your best guess.

Let’s do an example to make sure everyone understands. I will give you a statement. Think about the statement for just a moment, and then move to the place along the line that shows your answer.

“Saving money can help you in the future”

When everyone has chosen a place, ask two girls— one from the “true” side, one from the “false” side— to explain why they chose that spot. Explain that the statement is “false”, because it depends on the individual’s needs. Then, continue with the activity.



FACILITATOR TIP: During the activity, if you find that the discussions are taking a lot of time, cut down on the number of statements.

After each statement, instruct the girls to move to a place along the line that shows how they think about the statement. Ask one girl from both places along the line to explain their choice. Then read the next statement.



AGREE/DISAGREE STATEMENTS

- You have to have a large sum of money to save. [False—you can save even small amounts of money.]
- Saving tiny amounts of money is a waste of time. [False—even small amounts add up with time.]
- You should only save the money you have left over at the end of the week or month. [False—it is best to save before you spend.]
- Girls like me do not have enough money to save. [False—most girls have at least a small amount they can put aside to save.]

- Girls should not have to save money; their parents should save for them. [False—everyone has emergencies and future needs, so girls should save too.]



EXPLAIN: Saving is hard to do when there is not enough money to pay for all the things we need. However, saving can be easier when you decide to save regularly. Even if you can only save a little bit on a regular basis, making saving a habit will slowly build up a sum of money and help you reach your goals.

Two Cousins Save—A Story (30 Minutes)



Read the story below:

TWO COUSINS SAVE

Batoul and Isra are cousins who live next door to each other. They decide that they can make some money selling homemade sweets. Since they need ingredients and cooking utensils to start, the two girls make a promise to start saving so they can buy these items. They know exactly what they want to buy and its price. They decide to save weekly and together agree on IQD 5,000 that they think they can afford to save.

Isra is good at math; the cousins promise to each save IQD 2,500 every week. This means that they will have to save for 5 weeks before they can start the business. It seems like a long time, but by putting their savings together, it will go faster.

For the first few weeks, both cousins make sacrifices so that they can save. But Batoul one day decides to spend her money on a new outfit and some snacks for her friend. Then her mother is sick and cannot work for a week, so Batoul has to use some of her money to buy food for the house.

The next week, when Isra asks Batoul for her savings, Batoul says she can't afford to save right now. She promises to give Isra a bigger sum of money later, after she works at her cousin's salon. "Don't worry," she says, "I'll work hard and save a lot next month. It will all work out the same."



ASK: What happened to the girls' savings plan? [They weren't able to follow it when Batoul found other things to spend the money on.]



ASK: Why is Batoul having a hard time saving every week? [She wants to buy clothes, she had to help her sick mother one week.]



ASK: What do you think about Batoul's plan to collect a larger amount of money later? [It might not work because she might find it difficult to save a larger amount of money that she did not plan for, and then the girls' plans will

fail. She might also think about changing the spending decisions she has easy control over like going to a variety show.]



ASK: How likely is it that the girls will start their business making sweets? [They are probably not good based on what has happened with Batoul.]



GIRL CHAT: How would things work out differently for Batoul and Isra if they were members of a savings group? [The group encourages discipline to save regularly.]

FEMALE ROLE MODELS

OBJECTIVES: Identify Female role models in their community

MATERIALS: Ball, flip chart paper, markers, role model



REVIEW OF PREVIOUS SESSION

Car and Driver (15 Minutes)



DO: Randomly divide the group into pairs. Assign one participant from each pair to be the car. The other participant will be the driver.



EXPLAIN: The role of the participant who is the car is to keep her eyes closed and follow the driver's instructions. The role of the participant who is the driver is to keep her eyes opened and protect the car from collisions. Talking is not allowed in this activity so the drivers must guide the cars by placing their hands on the 'car's' shoulders.

Cars should be touched gently and all cars and drivers should be very careful!



DO: Make sure everyone understands their roles and then start the exercise. After one or two minutes stop the exercise and have each pair switch roles. Cars become drivers and vice versa. Stop the second round after one or two minutes and have the group return to their seats.



GIRL CHAT:

What did you enjoy most about being the car or the driver?

What did this exercise teach you about leadership?

What does it mean to be a good leader?

What is a Role Model? (30 Minutes)



DO: Draw a picture of a girl on the flip chart.



SAY: This is Salma, she is 17 years old and she is a volunteer at the safe space. She helps in activities for girls. She helps girls with their homework, if they need some help in the activities and also gives girls information if they have a question. Girls at the centre say that Salma is a role model to them



ASK: What is a role model?



SAY: A role model is a person whose behaviour, example, or success is or can be followed by others, especially by younger people.



DO: Split the girls into small groups and in their group, ask them to create a story about a woman/girl who they think could be a role model. What are the qualities of this person? Do they have any skills? What are they good at? When they have finished their stories, they can present them back to the group (they can do this through drawing, writing, role play etc.)

Role Models in Our Community (30 Minutes)



DO: Identify someone from the community, who is a role model, this can be someone who has completed their education, organizes activities in their community, and has an inspiring story to tell. This could be someone who girls/women turn to, someone who is a natural leader etc. This could even be a teacher or outreach worker.



DO: Ask this person to tell their story about their personal achievements to the girls.

Below are some guiding questions for the role models:

- Who are you?
- Tell us about yourself, where are you from, how old are you, did you complete school?
- How do you spend your time?
- What kind of success you would like to share with us?
- What positive messages would you like to share with girls?
- Can you tell us more about your role in society?
- Despite the challenges that you may have faced, how have you managed to deal with this and achieve the things that you wanted do?



ASK: Do you have any questions for our guest?

Preparation for the next session 15 minutes:

Split girls into small groups and tell them that in the next session, they will all have the opportunity to facilitate a 10-minute session.

In their groups they should think about the following:

What is the topic they want to present on? Is this a new topic or one already done before?

What do they need to help prepare (information, materials, etc.)?

Make a list of the materials they need so that you are able to provide them in the next session.

Explain they will have time to prepare in the next session.

GIRLS IN FOCUS

OBJECTIVES: Give girls the opportunity to lead a session and build their confidence

MATERIALS: Flip chart paper, markers, pens, ball, A4 paper



REVIEW OF PREVIOUS SESSION

Girl Facilitation: Preparation 30 Minutes



SAY: Today is your chance to lead the session, thinking about everything you have learned over the last few months. You will all have the chance to present something that is important to you; this could be looking back a topic we already discussed or providing information or an activity on a new topic.

Give the girls some time to prepare for their activity.

Girl Facilitation: (40 Minutes)

Give each group 10 minutes to present activity.



DO: Ask each group to take turns facilitating their session.
Do an energiser between each session (or ask the girls to lead this).



FACILITATOR TIP: Give the girls positive feedback after their facilitation. This session is not about highlighting their gaps but giving them confidence to believe in themselves and share their experience. Only correct any harmful information they are giving to girls.



GIRL CHAT:

How did you feel during the facilitation of the session?

What were your favourite sessions and why?

Would you like to do similar sessions with the community or other girls younger than you on some topics?

Which topics? (List these)

EACH ONE, REACH ONE:

OBJECTIVES: Develop group project

MATERIALS: Flip chart paper, markers, pens, A4 paper



REVIEW OF PREVIOUS SESSION

Who Can We Reach? (10 Minutes)



SAY: We have learnt many things during these sessions and you now have lots of information and skills that are important to share with other girls in your community.



ASK: Who are some young people your age who are not participating in this programme, or other programmes or services in the community and why?



FACILITATOR TIP: They could focus on adolescents who have not joined their circle, or those who are not participating in or accessing other services such as school or health care.) Give the adolescents a minute to think of answers).



DO: Ask them to volunteer to share their ideas. Write their answers on a flip chart paper.

Role Play: (45 Minutes)



SAY: Now we are going to split into small groups and each group should do a role play. Imagine you are talking to your friend, or a girl that you know who is out of school girls, married etc. and not attending the centre



DO:

- The role play should show how the girl who participated in the curriculum can give information to the girl who is not attending. What can you tell her about the things you learnt, the services at the centre, the time and place etc.
- The girl participating in programmes can give information about the activities. They can try to find a solution so the girl can attend.



DO: Ask girls to present their role plays to the group.



GIRL CHAT:

What are some reasons why some adolescents don't participate in or access programmes or services?

What could we do to support more adolescents in joining and using these programmes and services?

EACH ONE, REACH ONE PART TWO

OBJECTIVES: Develop group project

MATERIALS: Flip chart, marker pens



REVIEW OF PREVIOUS SESSION

Our Project (50 Minutes)



DO: Ask the adolescents to sit together in a circle and put the flip chart paper where they can see it. Tell them that you will develop a group project that they will all work on together.

- Ask them to think about the previous session and the girls they want to reach with information about the programme.
- What do they want these girls to know?
- How can they give this information to girls?



DO: Write their ideas on the flip chart and try to organise their ideas into one realistic project idea.



ASK: What do we want to do with our project?

Examples could include:

- We want to hold a drama performance for the community.
- We want to have a poster campaign with positive messages about adolescents.
- We want to have tea and coffee discussion sessions with girls.
- We want to give information to parents on the importance of the sessions.



ASK: What do we want the result or effect of our project to be (on ourselves or others)?

Examples could include:

- We want to raise awareness on a specific topic through drama.
- We want adults to recognize the good things that adolescents do.
- We want to be able to talk to girls and give information in a safe place.



ASK:

Who can help us? Who do we need to work with?

What materials and resources do we need?

What steps do we need to take to do this?

Give the adolescents time to brainstorm answers to these questions. When they are ready, fill in a group work-plan together.

Our project will be (what we will make, do or create):	
The effect of our project will be:	
What steps will we take?	
Who will do this?	
When will they do this?	
What do they need?	
What will happen as a result?	



DO: Discuss which steps (if any) they will take before the next session.

The following sessions will be informal sessions to help them plan for their project.

OUR GROUP PROJECT MEETINGS:



FACILITATOR NOTE: These group meetings can be ongoing on a weekly basis until the girls complete their project. Once they complete their project, encourage them to continue meeting to work on new projects together.



Discussion points:

What has been achieved?

What needs to be done to reach the goals?

What support is needed?

Allocation of specific tasks to people?

Materials needed?

Timeline?

When will we meet again?

What is the agenda for the next meeting?



ICEBREAKERS AND GAMES



Creative Greeting:



SAY:

- I want you to walk in silence around the room, any direction that you like. Relax your shoulders and arms.
- Slowly start making eye contact with the girls around you
- When I say STOP find a girl who is near you (wait for the girls to find someone)
- Now share your names (give them 20 seconds to do this)
- Now create a way to greet each other. You have to create movements, something that you can repeat when you are asked to.

Once they are finished



SAY:

I want you to walk around the room again (30 seconds)

STOP!

- Now find someone new and create another way to greet each other.

Once they are finished



SAY:

Walk around again and remember who the first person was, and who the second person was, and what your way of greeting each one of them was. Now I will say the number of each person you greeted; when I say one, you will have to find the first person you've met, quickly say her name, and repeat the same greeting that you created together, and when I say two, you will find the second person you met and do the greeting you created together.
- Repeat them a few times until you feel that the group has become playful.

Name Game

1

Girls make a circle

2

One girl starts by saying her name

The next girl repeats the name of the first girl and then says her own name

4

3

The next girl repeats the names of the first two girls and then says her own name

5

Keep going around the circle until the last girl has to repeat the names of all the girls and say her own name.

Act How You Feel Today

1

Ask the girls to stand in a circle

2

Each girl will take a turn to **act out** how they are feeling today.

3

For example, if they are feeling tired, they can do a big yawn

4

If they are excited, they can jump up and down

5

If they are happy they can laugh

6

The only rule is that they cannot use words to say how they feel

7

The facilitator can start off first so that the girls can see how the game works

Felfoul and Falafel

1

Split the girls in two groups and ask them to stand in a line facing each other.

2

Allocate the 1st group the name 'Felfoul' and to the 2nd group 'Falafel'.

3

Tell the girls a story where you will be using Felfoul and Falafel very often. The first group should bend their head every time you say 'Felfoul' and the 2nd one every time you say 'Falafel'.

4

Think of a story, using the words Felfoul and Falafel as many times as you can, it does not have to make sense! Try to confuse the girls while telling the story (saying Felfoul and Falafel very fast, repeating the same a number of times etc.) as the game will be funnier. You can start by saying... I had Felfoul for lunch but not Falafel... and then continue.



FACILITATOR TIP: if you need to do this game in a local language, try to use two words that begin with the same letter, to confuse the girls.

Clothes Swap

1

Ask participants to stand in a circle.

2

One girl will volunteer to stand in the middle of the circle.

3

The girl in the middle will say a colour or accessory

For example, 'if you are wearing blue' or 'if you are wearing a skirt'

4

The girls who match that description will quickly try to swap places with another girl who matches that description.

5

The person in the middle must also try to find a space so that another girl is left in the middle

6

This girl will now do the same e.g. 'if you are wearing earrings' or 'if you are wearing green'

7

Let this continue a few times until the girls are running out of accessories or colours to name

Banana

- 1 Ask participants to stand in a circle
 - 2 Tell them you will spell banana with your hands.
 - 3 Say each letter out loud, and with your hands make the letter with your hand
 - 4 Once they finish, you can suggest doing the activity again with their hips
-

Count to Seven:

- 1 The group sits in a circle and one person starts with the number one
 - 2 They will point at someone to their left or right, who will say number two
 - 3 That person will do the same, point to their left or right, and that person will say three and so on.
 - 4 Every time someone says a number, they use their hands to point out the direction that the counting should go in until they reach seven.
 - 5 When the counting reaches seven, the next person starts over with the number one.
 - 6 Once the girls have understood what to do, try to make them do it faster, to make the game more fun
-

Sharks and Islands



FACILITATOR TIP: Instead of the paper, several objects can be placed on the ground, like: mats, carpets, sweaters, chairs, fabrics, cushions, etc.

MATERIALS: 2 flip chart papers, 4 A3 papers, 6 A4 papers

- 1 Ask the girls walk around the space, and imagine that they are swimming in some open water. Slowly introduce some papers of different sizes to the space, and tell them that all of the pieces of paper are 'islands'. Explain that when you yell 'SHARK!' everyone should stand on the 'islands'.
 - 2 **SAY:** The water is warm and nice, the ocean is safe for now, you see small fish, nice people around, you are happy and calm, suddenly there something dangerous in the water, it's a SHARK!
 - 3 When everyone is on the 'islands', say: now the water is safe again the shark has gone, you are swimming, enjoying the good weather, the sun is wonderful, SHARK!
 - 4 And you continue so on, but with each round you remove some of the papers or make the islands smaller, so the girls have to try to hold each other up on the island!
-

Exchanging Faces

- 1 Ask girls to stand in a circle. One girl will start.
 - 2 She will make a face or action to her neighbour on her right. The neighbour will make the same face and action as the girl made back to the girl.
 - 3 Then she will turn to her neighbour on her right and make a different face/action.
 - 4 That neighbour will make the same face and action back to the girl and then turn to her neighbour on her right and make a different face/action.
 - 5 The game will continue until all girls make the faces or actions
-  **FACILITATOR TIP:** You can do this two times or more, until the girls get better at the game.
-

Get Me Bread

- 1 Ask girls to stand in a circle
 - 2 One girl will start by saying to her neighbour 'do you have bread?'
 - 3 The neighbour will respond by saying 'you said what?'
 - 4 The girl will respond by saying 'get me bread'
 - 5 They will do this by saying it loudly, yelling, low voice, however they like to say it to make it entertaining.
-

Listen to My Words, Not My Hands

- 1 Explain to the group that you are going to tell them which part of their body to point at.
And they should point at them as fast as they can.
 - 2 Explain that you might say a body part but point to a different part, to confuse them.
 - 3 Ask them to point at what you ask them to point at. So, listen to your words, not your hands!
 - 4 Touch your head
Touch your shoulder
Touch your leg
Touch your nose
Touch your ear
Etc.
-

Mrs Suha



The trick is, all girls must say these sentences while covering their teeth

1

Ask girls to stand in a circle

2

Explain that the first girl has to say the following sentence to the girl on her right:

'Excuse me my friend, have you seen Mrs Suha'

3

The girl on her right must respond,
No, I haven't, let me ask my neighbour

4

She turns to the girl on her right, she asks the same question
'Excuse me my friend, have you seen Mrs Suha'

5

The girl will respond in the same way,
No I haven't, let me ask my neighbour.

6

This continues until each girl has participated.

Animal Game

MATERIALS: Small papers, pen

1

Choose 3-4 animals (depending on the size of the group), writing the name of one animal on each slip of paper (or draw the image if girls cannot read).

2

Give one slip of paper to every girl. Ask the girls to read (or look at the image) on the paper they have been given.

3

Given them a minute to process this and to think of the sound that this animal makes. If they are confused, you can help them by whispering in their ear.

4

Then tell them that after you count to three they will all make the sound of their animal and find the other girls who are making the same sounds as them.

5

The first group to find each other the quickest, wins.

Who is the Leader?

1

Ask girls to stand in a circle. Explain that one girl will be asked to leave the room and one girl in the room will be chosen as the leader.

2

The leader must do a series of actions, such as clapping, tapping a foot, dancing etc. that are copied by the whole group.

3

When the volunteer comes back into the room, she will stand in the middle of the circle and try to guess who is leading the actions.

4

The group will try not to look at the leader, making it more difficult for the girl to guess who it is. The leader must change the actions regularly, without getting caught.

5

When the volunteer guesses the leader correctly, they join the circle.

6

A new girl can volunteer to leave the room. After she leaves, a new girl can be chosen as the leader.

Light as a Feather, Heavy as a Rock



Before doing this activity, start by reading the guidance note on imagination activities.

1

Ask the girls to make the feather fall in front of them and to observe it, then ask them to make it fly again and blow under it trying not to make it fall on the ground for a minute.

2

Then ask the girls to walk around and to feel exactly light as that feather. Then suggest another very light object, a piece of paper, and ask them to fly as pieces of paper.

- 3** Then ask if somebody wants to suggest another light object (i.e. balloon), continuing going around the room. Suggest now moving as you all are scarves.
 - 4** Suggest objects that are heavier and heavier, ask the girls to give ideas every time. You may suggest airplanes, popcorn, jumping balls, glue, a wheel, a piece of wood, a tree in the wind, a big stone and finally a big heavy rock to the point that they cannot move anymore.
 - 5** Once all the girls are frozen in the rock position, tell them to feel how heavy they are, then suggest to them to start moving out from that feeling, going back to themselves and moving slowly their fingers, their hands, arms, toes, feet, legs and so on. Tell them to stretch all their body in all directions
-

Walking on Different Patterns



Before doing this activity, start by reading the guidance note on imagination activities. Ask the girls to remove their shoes and socks and feel the ground with their feet.

- 1** Tell them to start walking in circle. Then tell the girls to imagine that they are walking on different ground patterns, on the sand, on hot sand, then in the water, again on the sand, on stones, mud, ice, paper, cloth, mattresses, etc.
 - 2** While doing the exercise, ask the girls to suggest different ground patterns/materials or objects they can walk on; mimic the movement with the whole body as if you are really walking on very hot sand, jumping for instance.
 - 3** Show the sensation of relief when walking in water or on soft objects, or the sensation of annoyance when walking on stones.
 - 4** End the exercise with mattresses, or with something soft and pleasant, before going back to where you are and feeling the ground once again.
-

Orange Juice



Stretching exercise for relaxing

1

Say to the girls to stretch their arms high up to reach for the orange in the tree.

2

Ask them to put the orange in their basket (they will do this three times – stretching).

3

The third time, they will make orange juice.

4

Here, they will mash the orange with their hands while bending over the basket.

5

They can do it to the following song:

‘Pick the orange
Put it in your basket
Pick the orange
Put it in your basket
Pick the orange
Put it in your basket
Make orange juice’



COMMUNITY PARTICIPATION



- ✓ Understand why it's important to involve the community

Community Participation

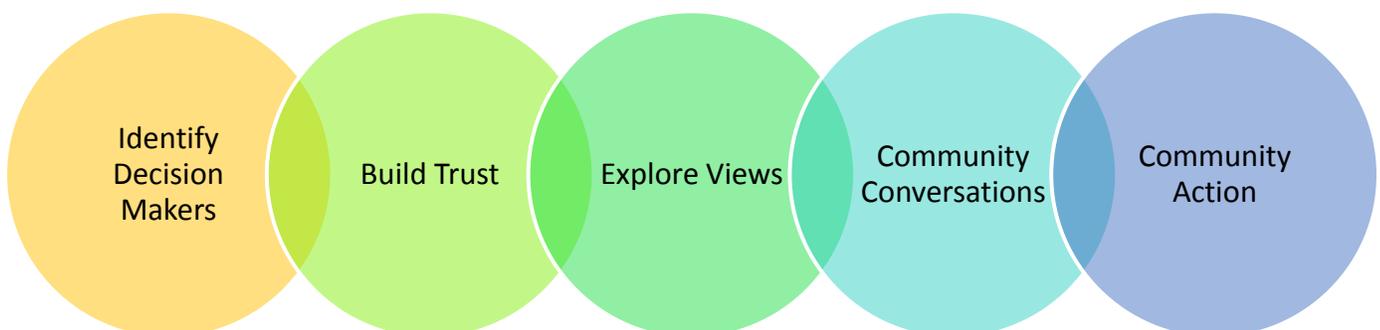
Involving the community is essential if you want to gain access to the most vulnerable and isolated girls. Engaging the community, and particularly parents or caregivers of adolescent girls is sometimes challenging and working with the community takes time and requires significant trust building.

From the age of 10, adolescent girls, compared to their male peers and to adults, are less likely to have life-saving information, skills and capacities to deal with the upheaval that follows displacement³⁴.

Adolescent girls are forced to assume roles and responsibilities that restrict their mobility and visibility, increasing their isolation and breaking bonds with their peers and with other social networks.

Because of their sex and age, adolescent girls are also particularly susceptible to exploitation and violence during the immediate aftermath of conflict. Parents and caregivers can put heavy restrictions on the movement of girls and therefore, investing time in working with parents, caregivers and the wider communities should not be overlooked, if you want to reach girls most in need of your services and support.

Meaningfully Engaging with the Community:



³⁴ I'm Here: adolescent Girls in Emergencies Women's Refugee Commission



Identify Decision Makers

- ✓ Understand why it's important to involve the community
- ✓ Know who the decision makers are

Before you begin working with the community, it's important to identify who the influential community members are, or which sectors are most influential in that community. This will provide you with a good entry point to begin your work with the community. Making sure that community leaders support the intervention, will put you in a better position to engage with the wider community.

Things to consider:

- Although meeting with community leaders can be time-consuming, relationships with these leaders can greatly facilitate implementation of the programme.
- As many of the community leaders and officials are men, it is crucial to begin to cultivate productive relationships right from the beginning.
- For high-level officials, the director of your organisation may want to take responsibility to meet with them to relay the importance of the project, particularly if the leadership is hierarchical and you anticipate resistance.
- Take care in the language you use to discuss issues related to adolescent girls. You may want to talk broadly of girls' health, wellbeing and futures instead of specific issues related to Gender Based Violence.
- It is also a good idea to have the same staff member work with a group of leaders instead of sending a new person every time. This will project consistency and will allow for the development of a richer relationship.

Tool I: Identifying Influential Community Leaders

Community Leadership Diagram:

- Create a diagram of the community leadership structure. This could be for both the larger community and the specific neighbourhoods you choose to work in.
- Additionally, if you are working closely with one particular sector, diagramming the hierarchy and identifying different leaders within that sector may also be useful.
- These diagrams will help you follow the right channels, and not overlook key individuals, and will be useful when strategizing the most effective activities to use with different groups.

Guidance Questions:

- Which sectors have significant influence in the community?
- Who are the influential people these sectors (camp- education, health, protection, etc.)?
- Do you have established relationships with any sector(s)?
- What are their views and perceptions of adolescent girls in the community?
- Where are you likely to find allies to help communicate with decision makers about the importance of accessing girls?
- Which sector spends a significant amount of time dealing with issues related to women and girls?

How to deal with difficult leaders and community members:

- Be patient. Don't give up. Continue to work with them.
- Find out why they are being difficult. The issue could be easily overcome or something more deep-rooted that takes time to resolve.
- Talk to other people who have worked with these leaders in the past – find out more about the leader, what are their objections, how have other people managed to work with them.
- Go through those who have influence with the leader (e.g., family members, colleagues, supervisors) and get them on your side.

Build Trust

Building trust is really important if you want to engage adolescent girls. The community has to see you (and your organisation) as someone that they can trust with their daughters.

Going straight into a community with key messages, can make them feel defensive and may give the impression that you are trying to change their views and opinions without really understanding them.

At this stage, the community may not be ready to address key issues related to adolescent girls and to be able to reach the most isolated girls, its crucial to engage the community. Therefore, building trust is an essential entry point to gaining access these girls.

Things to consider:

- Organise tea and coffee mornings/afternoons with community members (that don't involve directly disseminating key messages at the beginning).
- Organise open days for community members to see the activities offered at your safe space/centre.
- Organise general discussions about topics suggested by them.
- Think about recreational games that the community play, such as bingo, tawle or football and organise one off events.

- ✓ Understand why it's important to involve the community
- ✓ Know who the decision makers are
- ✓ Build trust



Explore Views

It's important to understand the community's perception of adolescent girls. This will help you to tailor your awareness raising efforts. Once trust has been built in the community, you will be able to assess their views and perceptions more effectively, which will enable you to discuss the issues that need to be addressed. At this stage, you will be able to start preparing the community to think about issues related to girls.

Organise discussions with the community:

This can include Key Informant Interviews, community conversations with men, women, girls and boys in the community, either together or separately depending on the community you are dealing with (although it may be more effective to separate them, due to the sensitive nature of the topic). Also involve parent/teacher committees and other people of influence in the community that you identify through your community diagram.

Exploring Views:

The following guidance should help assist your conversations with key decision makers in girls' lives³⁵.

It's important to explore:

- What hopes or expectations do adults have for girls in the community?
- What concerns or fears do community members have about girls?
- What types of activities, programmes or roles do adults want girls to engage in?
- What skills do adults want girls to develop?
- What kinds of contributions do adults want girls to make in their communities?
- Ask girls what the key messages are that they wish to tell their parents/caregivers/community.

- ✓ Understand why it's important to involve the community
- ✓ Know who the decision makers are
- ✓ Build trust
- ✓ Explore Views

³⁵ The Adolescent Kit for Expression and Innovation: UNICEF

TOOL J: Planning Community Conversations Checklist³⁶:

Participants

- Who has been invited?
- What methods will you use to announce the meeting and encourage attendance?

When

- The time, date and length of the meeting should be convenient for the community members. Ask community members how long they would like the meeting to be.
- Give community members enough advance notice.

Where

- Ask community members where they would like to meet. Suggest places if they are unable to identify a space.

Meeting Purpose

- Decide upon the purpose of the meeting (e.g. (1) understand the view point and perspectives of community members on a specific topic or (2) explore alternative view points and raise awareness on these topics, (3) discuss your adolescent girls programme).

Speakers

- Who will run the meeting? Is this person from their community? Perhaps someone identified in the community leadership diagram?
- Ensure that the whole process is driven by the community. If they see the meeting is being organized by other community members, they might be more likely to meaningfully engage.

Documentation of meeting process and outcomes:

- It is helpful to document what happens during meetings to provide a record of past activities so that participants learn from their experiences.
- Complete the monitoring tool during or immediately after each community conversation.

³⁶ Adapted from The Adolescent Kit for Expression and Innovation: UNICEF

Community Conversations:

Through the community conversations, you would have hopefully identified individuals who hold similar beliefs and ideas in line with your organisational values. It is crucial to involve these individuals or 'supporters' in raising awareness in the community.

These supporters can provide an entry point to working with the wider community. They have the added advantage of being from that community and can help facilitate the process of raising awareness.

Things to consider:

- Who are your supporters?
- Are they equipped with the necessary information and skills to help facilitate discussions with the community?

Trigger Discussion³⁷:

- Once you begin to understand a community's view point regarding girls and have your supporters, you will be able to trigger discussion. This can range from access to services, consequences of child marriage, or to their role in society and benefits of remaining in school.
- Discussion points can include the psychological effects of isolating girls, the consequences of using child marriage as a protection mechanism, the contribution girls can make in society etc.
- The primary aim in this phase is to break the silence around issues related to adolescent girls and encourage community members to begin to question the legitimacy of some of their views and practices.

Tips on holding discussions:

- Aim to engage, convince, and inspire community members and leaders using positive messages.
- The approach is not to tell community members what to think, but to provoke discussion and challenge accepted thinking by providing relevant information.
- Encourage those within the group who hold similar beliefs to those that you are trying to convey to be vocal. The community is more likely to listen to someone else from their community.

- ✓ Understand why it's important to involve the community
- ✓ Know who the decision makers are
- ✓ Build trust
- ✓ Explore Views
- ✓ Community Conversations

³⁷ Adapted from Mobilising Communities to Prevent Domestic Violence: A Resource Guide for Organisations in East and Southern Africa by: Lori Michau and Dipak Naker.

Community Action

It is important to move to the next phase in the community participation phase, by involving community members in facilitating a process of change and to become active supporters of adolescent girls.

Things to consider:

- Establish a steering committee made up of community leaders, parents and teachers and other interested adults, both male and female and from different social roles.
- Support them to collaborate with adolescent girl committees (who can be made up of girls who participated in the curriculum), and to listen and respond constructively to their suggestions.
- Work with the steering committee to find opportunities for adolescent girls to engage in constructive dialogue with the broader community, to take action through the projects they have initiated, and to share their achievements.

Entry Point:

- Encourage community members to support adolescents involved in the curriculum.
- They can attend exhibitions of the adolescents' work, organise celebrations when a curriculum cycle is over.
- This can be a way for adolescents and adults to connect, and to have fun in challenging circumstances.

- ✓ Understand why it's important to involve the community
- ✓ Know who the decision makers are
- ✓ Build trust
- ✓ Explore Views
- ✓ Community Conversations
- ✓ Community Action



PILOT TOOLS



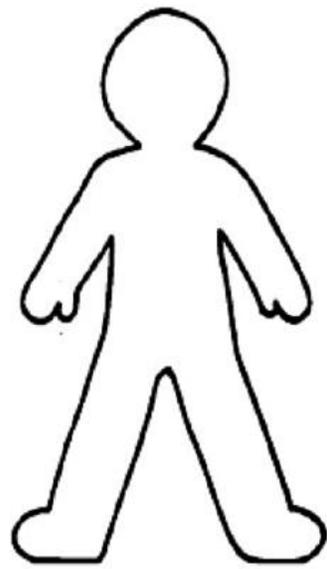
Pilot Tools:

The following tools should be used during the pilot of the toolkit:

Stage	Tool:	Page:
Before	Coverage Tool	10
	Change Tool	209
During	Session Feedback Tool	211
	Attendance Sheet	212
After:	Evaluation Tool	36
	Coverage Tool	10
	Change Tool	209
	Community Tool	214

Tool L: Change Tool

Change Tool



Tool L: Change Tool Guidance Note:



Step 1: Me

- Girls should write their name or have a symbol on the paper (they will use this name/symbol at the end of the programme, so they need to remember it).
- Using coloured pens, girls can decorate their 'Avatar' that represents them:
 - They can draw facial expressions to show how they feel
 - They can use their favourite colours for their clothes



Step 2: People I Trust

- Around the Avatar, girls will draw the people who they can trust, their closest, friends, family etc. If they are able to write, they can write who these people are, if not, they can just draw them.
- You can say: 'All of us have people and things that can help us, let's put these people around our avatar'.



Step 3: What I Can Do

- Draw or write down the things you are good at – your skills, talents and qualities
- These can be things that you are proud of or things that people have told you that you do well.
- These can also be related to the way you behave with other people.

Tool M: Session Feedback Tool:

Session Feedback Tool		
<i>Topic Name:</i>		
What worked	What didn't work	Suggestions for adaptations
<ul style="list-style-type: none">• Were there activities that girls responded to really well?• Was there some information that girls found really useful and informative?• Were the guidance notes clear and easy to follow?	<ul style="list-style-type: none">• Were there activities that girls found confusing or were uncomfortable to participate in?• Was there some information that was hard for girls to understand or relate to?• Were the guidance notes confusing and difficult to follow?	<ul style="list-style-type: none">• Did you have to rephrase the guidance notes?• Did you have to change some activities?• Did you have to add/remove some information because girls didn't understand?• Please provide details of how/what you did.
1	2	3

Tool N: Suggested Attendance Sheet:

Centre/Space Type (CFS, YFS, Women's Centre etc.)										
Location (Camp or Non-Camp)										
Age Group (older/younger)										
	Name	Age	School	Community	Marital Status	Children/Pregnant?	Access to financial resources?	Live with one or both parents, FHH, husband?	How many people living in household	How many people working in household?
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										

Adolescent Girls Curriculum Attendance									
Name	Session 1 (topic)	Session 2 (topic)	Session 3 (topic)	Session 4 (topic)	Session 5 (topic)	Session 6 (topic)	Session 7 (topic)	Session 8 (topic)	Session 9 (topic)
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									

Tool O: Community Tool

1. What stage were you at when you started the community participation strategies – before the pilot (i.e. identifying decision makers, building trust etc.)?
2. What stage are you at in community participation at the end of the pilot?
3. What information did you manage to apply and what was the result?
4. What information was missing and where did you need more support?
5. Did you experience any challenges in the community?
6. Did you receive any support from community members?
7. Did you access more adolescent girls as a result of the strategies?
8. What was the feedback from the community on the pilot strategies?
9. What suggestions do you have to improve the community participation strategies suggested for the pilot?
10. Do you currently have existing community participation strategies that you are using that are more effective?



RESOURCES



Resource Page:

- Abaad & UNICEF: My body, what happens at puberty: <https://www.youtube.com/watch?v=Z5SdRIq238k>
- Adolescent Kit for Expression and Innovation: <http://adolescentkit.org/about-the-kit-2/>
- AGEP: Financial Education
- AGEP: Health and Life Skills Curriculum: http://www.popcouncil.org/uploads/pdfs/2013PGY_HealthLifeSkills_AGEP.pdf
- Child marriage guidance note Iraq <https://www.humanitarianresponse.info/en/operations/iraq/document/child-marriage-guidance-note-2015>
- Girl-Centered Program Design: A Toolkit to Develop, Strengthen and Expand Adolescent Girls Programs <http://www.popcouncil.org/research/girl-centered-program-design-a-toolkit-to-develop-strengthen-and-expand-ado>
- Girl Hub: Girl Safety Toolkit <http://www.girleffect.org/media?id=3050>
- I'm Here: Adolescent Girls in Emergencies: <https://www.womensrefugeecommission.org/resources/document/1078-i-m-here-report-final-pdf>
- IRC: Syrian Refugee Girls Speak Out on Forced Marriage <https://www.youtube.com/watch?v=ZKRDOZIX0Hk>
- Menstrupedia <http://menstrupedia.com/articles/physiology/cycle-phases>
- Partners and Allies: Toolkit for Meaningful Adolescent Girl Engagement http://coalitionforadolescentgirls.org/wp-content/uploads/2015/12/CAGPartnersandAlliesToolKit_10.compressed.pdf
- Save the Children SRHR Toolkit guide for facilitators: http://resourcecentre.savethechildren.se/sites/default/files/documents/information_guide.pdf
- The Girl Effect: The Clock is Ticking <https://www.youtube.com/watch?v=1e8xgF0JtVg>
- UNFPA Adolescent Sexual and Reproductive Health Toolkit for Humanitarian Settings <http://www.unfpa.org/publications/adolescent-sexual-and-reproductive-health-toolkit-humanitarian-settings>